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ABSTRACT

This manual is a guidebook to the development of the Project Enlightenment Parent-Teacher Resource Center and serves as a reference for the replication of this type of center in other communities. The manual consists of three chapters that are conceptualized as building blocks, because they are sequential, incremental, and independent. Block A discusses awareness of the need for a Parent-Teacher Resource Center and the planning involved. Block B emphasizes the nuts and bolts of the center's organization and operation. Discussion begins with facilities and site and center arrangement. The following areas are described: Office and administration; instruction; production; video viewing; storage; a library; circulation; a foyer; and borwsing. Special centers and a children's corner are also described. Other topics in Block B include funding, personnel, resources, programming, public relations, and promotion. Block C describes the development of a center in one's own area and includes the most often asked questions about beginning a center. Helpful answers are offered by the center staff. Appendices provide an example of a game made by parents and teachers as well as a list of games with corresponding master activities Index, a sample of the mailing list card, a publications list, and a supply fee sheet. (RH)

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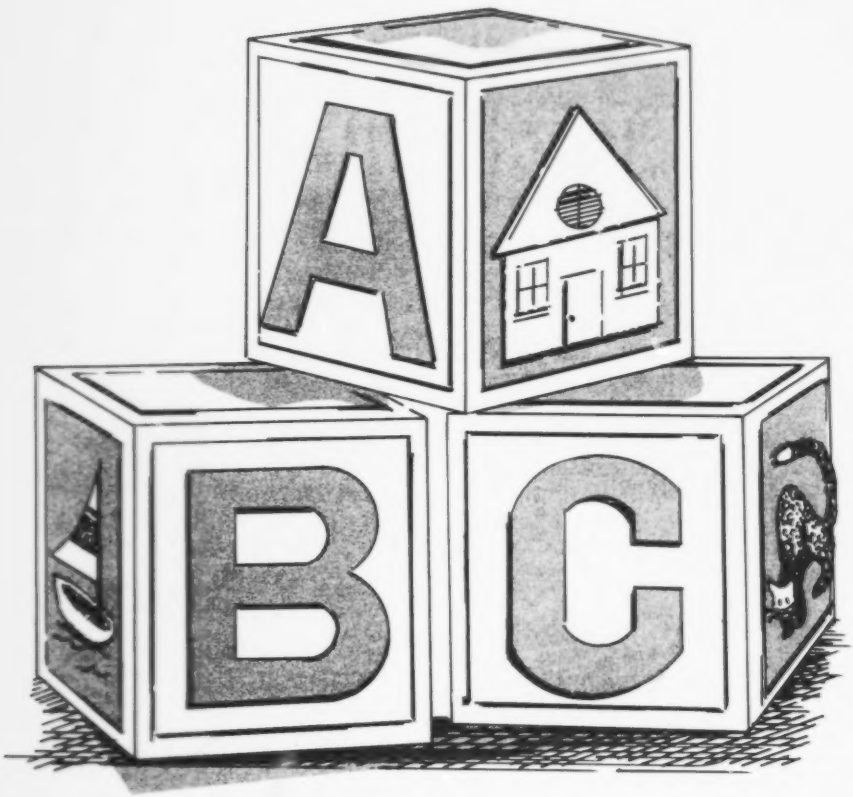
BUILDING



AN EARLY CHILDHOOD

PARENT—TEACHER RESOURCE CENTER

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PROJECT ENLIGHTENMENT WAKE COUNTY PUBLIC SCHOOL SYSTEM RALEIGH, NORTH CAROLINA

BUILDING AN EARLY CHILDHOOD PARENT—TEACHER RESOURCE CENTER

PROJECT ENLIGHTENMENT
WAKE COUNTY PUBLIC SCHOOL SYSTEM
501 S. Boylan Avenue
Raleigh, North Carolina 27603

By Mary A. Holloway

This publication was made possible by a grant from the Junior League of Raleigh

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PROJECT ENLIGHTENMENT

Project Enlightenment, located in Raleigh, North Carolina, is a comprehensive mental health/educational program serving young children (birth through kindergarten ages), their parents, teachers, and other child caregivers. Administered through the Wake County Public School System and affiliated with Area Mental Health for Wake County, the Project has received local, state, and national recognition for its innovative approaches to prevention and early intervention, its effective service delivery system, and its positive influence in the community. Selected as a state model for early intervention, Project Enlightenment has also been selected as one of seven national models of preschool mental health programs by the Joint Information Service of the American Psychiatric Association and the National Association for Mental Health.

Major services of Project Enlightenment include consultation to day care and preschool teachers, parent education, family counseling, teacher training, a demonstration preschool, community consultation and education, services to high risk infants, a TALKline telephone consultation service, and a Parent-Teacher Resource Center. In existence since 1969, the Project includes a multi-disciplinary staff of early childhood educators, parent education workers, and psychologists. Interested persons are invited to visit or write for additional information.

BUILDING AN EARLY CHILDHOOD PARENT-TEACHER RESOURCE CENTER

Written by Mary A. Holloway

Edited by Charles Kronberg and Sara Burroughs

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PROJECT ENLIGHTENMENT'S EARLY CHILDHOOD PARENT-TEACHER RESOURCE CENTER

INTRODUCTION

Project Enlightenment's Parent-Teacher Resource Center is a special place! On a typical day in Raleigh, North Carolina, parents, teachers, child care workers, and interested professionals visit the Center. To understand it fully one first needs to understand Project Enlightenment and its relationship to the early childhood community.

Project Enlightenment is clearly a part of the community. The Project is housed in a renovated school building more than fifty years old in a mature, well-cared-for community in central Raleigh. It serves as an early intervention and prevention program with a variety of services to enhance the social and emotional development of children from birth through kindergarten age. The Project provides a special combination of educational and mental health services for young children. Its resource center is an excellent kind of service to promote interagency cooperation and collaboration. The Wake County Public School System, along with the Wake County Mental Health System, focused initial attention on the need for the services of the project and has maintained a long-term partnership in supporting early childhood services in the community.

The first steps toward the now nationally known program began in 1969, when the School System's application for federal funds was approved. Since that point the Project has grown from three professionals to a staff of more than thirty-five professionals and support personnel, many of whom are part time. A combination of state and local funding that includes direct dollars and in kind services flows through Project Enlightenment.

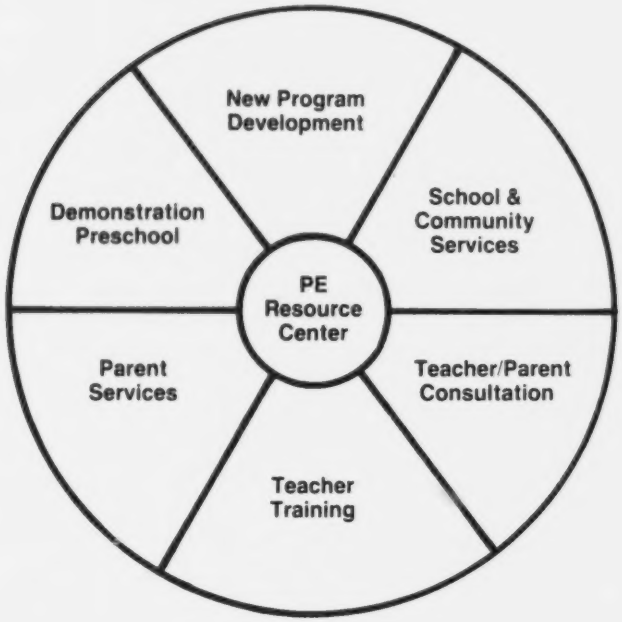
Two sets of footprints in the concrete catch one's eye on the sidewalk leading to Project Enlightenment's doorway. These steps pass a sidewalk inscription that reads Project Enlightenment, 1969. The first is a tiny set, followed closely by larger, adult prints. The footsteps lead one into Project Enlightenment. They are also indicative of the Project's mission—children and adults will find guidance and support for their walk together.

Project Enlightenment offers a variety of valuable services. The program provides consultation, guidance, education, and support to those adults most directly involved with children in the early years. These include parents, teachers, day care workers and other child care providers. The Project's approach is to reach those people who most influence the young child. During one school year alone over 30,000 service contacts were recorded.

All services emphasize the positive elements in a child's environment and work to stengthen existing support systems. A good part of the success of Project Enlightenment can be traced directly to this positive, community-based approach. Further, most of the program's service components such as its Teacher-Parent Consultation program provide services to children by educating, supporting and otherwise enhancing the effectiveness of key adults in their lives. In this way the services become a training ground for parents and professionals and increase the chances that young children will be able to function in environments that are more responsive to their needs.

As Project Enlightenment expanded, it developed its Parent-Teacher Resource Center which serves as the hub of its comprehensive service delivery system, as shown in the accompanying diagram labeled Project Enlightenment Services. The Center maintains resources to support Project Enlightenment's services and to support parents and other professionals who work with young children. The Resource Center services are shown graphically in the diagram labeled Parent-Teacher Resource Center. The Center has been described as a kindergarten classroom for adults, where the best early childhood resources are displayed in a caring, learning environment. The Parent-Teacher Resource Center is a warm, inviting place for those following the footprints to enter and find a positive, effective mixture of caring and sharing. The Parent-Teacher Resource Center information is collected, stored, and shared with all who are working with young children.

PROJECT ENLIGHTENMENT SERVICES



New Program Development
- First Years Together
- Publications
- Model Development

School & Community Services
- TALKline
- Professional Training
- Consultation
- Collaboration and Planning
- Internships

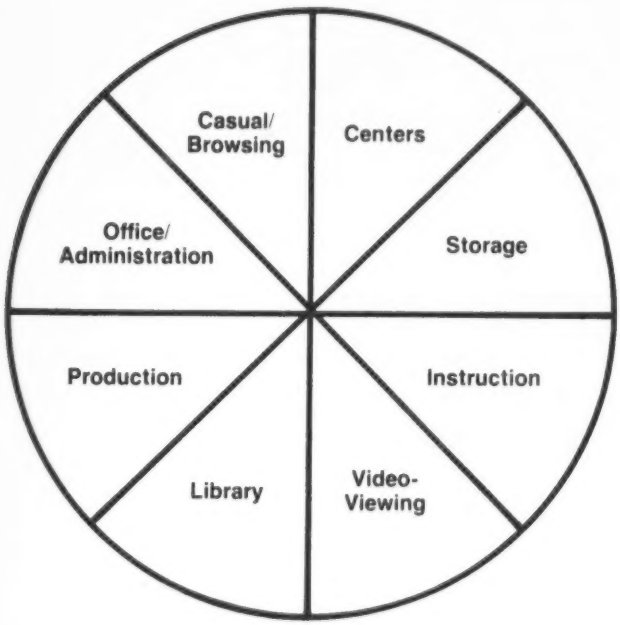
Teacher/Parent Consultation
- Case Consultation
- Program Consultation
- Evaluation and Screening
- Support

Teacher Training
- Credit Courses
- Workshops & Seminars
- Summer Institutes

Parent Services
- Parent Consultation
- Family Counseling
- Parent Education Workshops
- Home Programs

Demonstration Preschool
- Classroom Intervention
- Movement Education
- Speech and Language Therapy
- Mainstream Model

PROJECT ENLIGHTENMENT
PARENT-TEACHER
RESOURCE CENTER



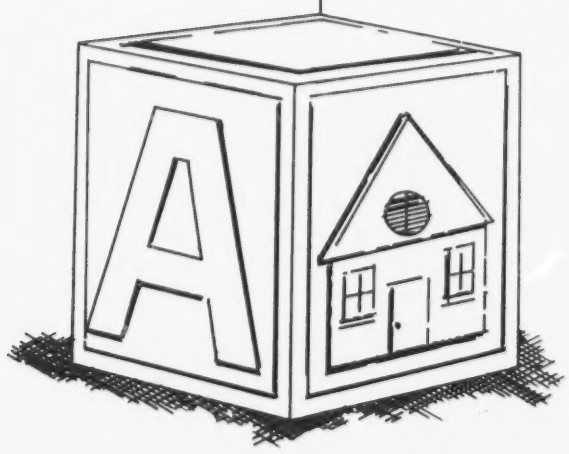
PARENT-TEACHER RESOURCE CENTER MANUAL

This manual is a guidebook to the development of the Project Enlightenment Parent-Teacher Resource Center and a reference for the replication of this special type of center in other communities. Thanks to funding by the Junior League of Raleigh, this guide is made available to any community seeking to develop a similar facility.

The manual consists of three chapters, which are conceptualized as building blocks, because they build on one another and are independent of each other. The chapters may be read and used in a sequence or individually to learn about the Resource Center and to develop plans for creating one.

Block A discusses *Awareness* of the need for a Parent-Teacher Resource Center and the planning involved. Block B emphasizes the *Basics* of the Resource Center, the nuts and bolts of the organization and operation. C, the *Creation* block, describes the development of a center in one's own town or area. This section includes the most-often-asked questions about beginning a center and helpful responses from the Center staff. The guidebook represents the Resource Center's stages of development and the emphasis that Project Enlightenment places on early childhood development with the best resources.

AWARENESS OF NEED FOR A CENTER



AWARENESS OF THE NEED FOR A CENTER

As previously described, the Resource Center developed both as an entrance way to Project Enlightenment services and as a support for the Project's program. It provides a model environment for learning, where resources on early childhood development are maintained. It emphasizes making and taking to share the resources available and provides borrowing privileges for the Center resources. It was envisioned as a warm, inviting place to learn and share.

The Parent-Teacher Resource Center collection of child-oriented books, materials and resources, a production center for handmade toys and games, and workshops and other learning opportunities for parents, teachers, and other adults did not just appear. The development of the Center followed a logical, planned path. It began with assessment of the problems and needs directly affecting children in the community.

Four salient elements/trends were recognized by the Center's founding planners. First, they felt that although society acknowledges the tremendous importance of the early formative years of children for their life-long development and well being, few concentrated services or support funds are directed to this age group, to their parents, or to workers with this age child. The limited services which were available were frequently directed toward young children with problems rather than young children across the board. Services for parents of young children were even more limited. Finding the right agency was time consuming and frustrating. Often the search ended in failure and disgust, and the child suffered.

A second factor contributing to the need for a Resource Center included changes in family structure and support groups. There are growing numbers of children in day care as the ranks of working mothers swell. Day care services are also on the rise due to the lack of availability of extended family members for child care. The rise in numbers of day care programs means that these caretakers need professional training to work with the young child separated from Mother, Father, or family for large parts of his waking day and that parents need information about day care services.

Parents, too, seek advice about rearing children. Always wanting the best for their child, they frequently need to know effective methods for toilet training, discipline, or answers to questions such as what are normal speech patterns for two year olds as compared to their child's pattern. Other frequent questions include how to choose the most appropriate day care or preschool, how to talk with the child's doctor, and how to help children deal with death and dying. Parents seek advice on parenting, a new and challenging role to them.

Not every question deals with trauma. Often parents just need a quiet, comfortable, friendly, place to meet and share their experience and concerns. They want a place that gives one an opportunity to exchange ideas, collect new ideas, and have the opportunity to gather fun learning activities for their child.

Finally, like the day care workers who seek additional training, community groups, public school teachers, college and university students need a place to focus on child resources for their daily work and for their professional growth. The various state and local agencies also need a place to network—to share what each is doing and to learn what others are doing for young children.

All of these needs and more were identified in the Raleigh, Wake County community. What was most urgently needed then was a mechanism to bring together a wide variety of resources and to direct those resources to the early childhood community—families, teachers, day care workers, and others involved with young children. The identified needs focused on issues to which a broad range of community resources, developed in unique, creative ways, needed to be directed.

From this defined need came the idea for the Parent-Teacher Resource Center. The Center

would mobilize the community resources in a cooperative venture, develop new resources, coordinate existing services, and emphasize the importance of services to this large targeted area of need.

RESOURCE CENTER APPROACH

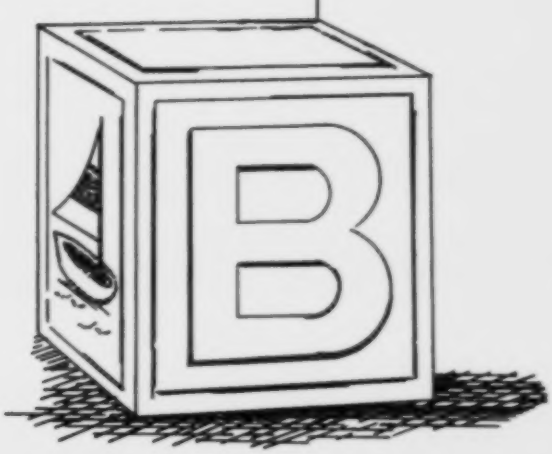
The approach of the Parent-Teacher Resource Center then became one of continuing the tradition of Project Enlightenment with service to adults who most directly impact young children's lives. The Center was envisioned as a bright, colorful, pleasant, inviting place with an atmosphere of caring and sharing. In the Center, resources would be available for all the groups working with young children. It would be staffed by people who were knowledgeable, caring, and willing to support all adults who are involved in helping young children to develop their potential. It would provide easy access to a comprehensive array of resources—printed, as well as human ones—under one roof.

FIRST STEPS

The Parent-Teacher Resource Center was to be a part of the already credible and successful Project Enlightenment within the Wake County Public Schools. The Project staff, helped immensely by many volunteers, made the Center a reality.

The Junior League of Raleigh approved the Center request for funding. The approximately $42,000 dollar grant was the League's way of saying thank you to their community by providing the funds necessary to create a Parent-Teacher Resource Center. The Junior League and other agencies became aware of the positive effect a Center could have and recognized the supporting factors of Project Enlightenment. The monies were received in the spring of 1979. The first building block for the service was ready to be put into place.

BASICS OF DEVELOPING A CENTER



BASICS OF DEVELOPING A CENTER

After identifying critical unmet needs, developing a statement of purpose, and enveloping it in a carefully nurtured philosophy, the Parent-Teacher Resource Center began the basics of organization. The elements identified for a successful center were 1) facilities/site, 2) budget, 3) personnel, 4) resources, 5) program, and 6) public relations and promotion. All these elements had to be addressed prior to the October 19, 1981, opening.

FACILITIES/SITE

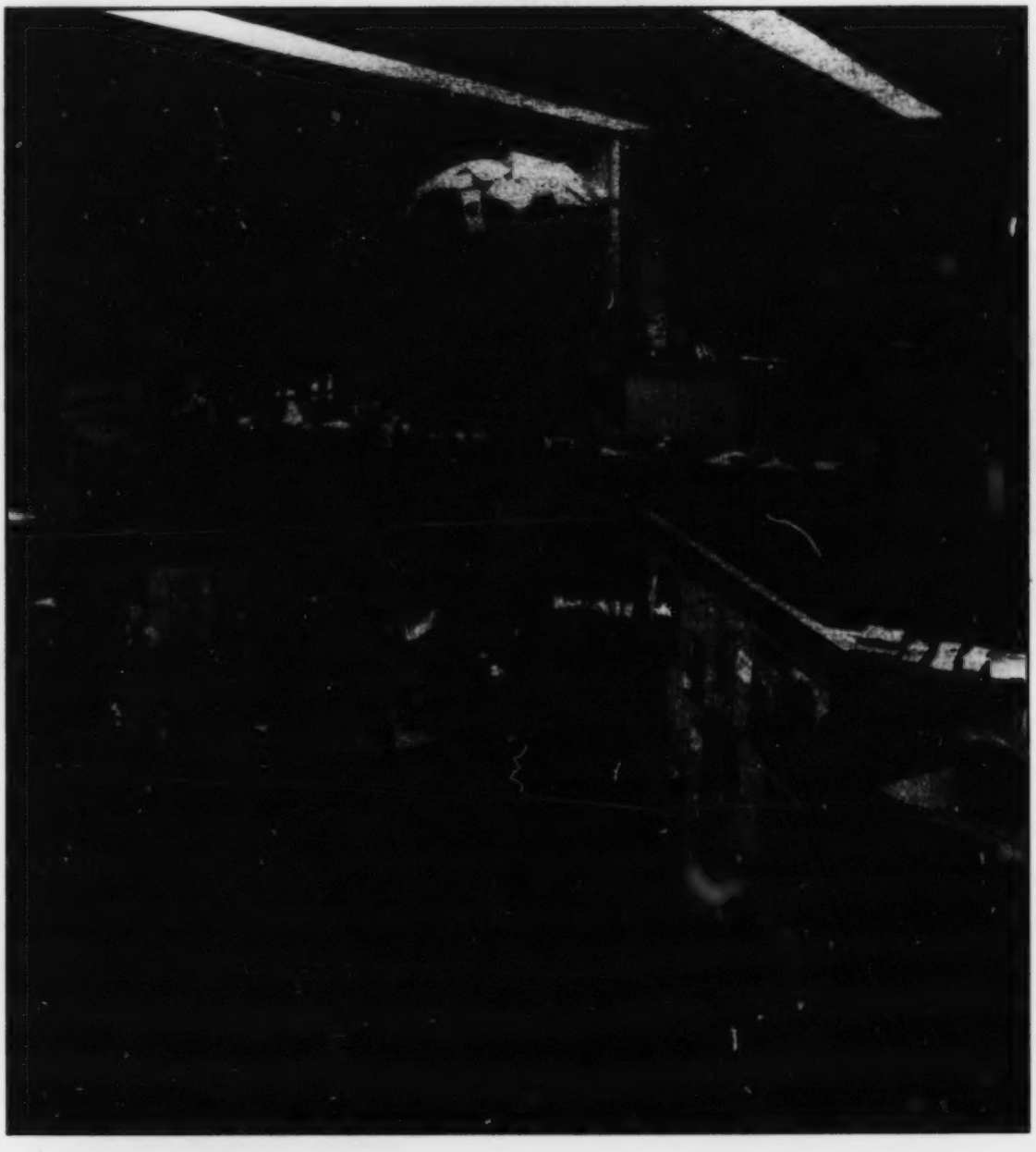
The building and its location is a critical element for a resource center. The Parent-Teacher Resource Center was indeed fortunate with its site. The Center is housed in Project Enlightenment's public school building. The renovated brick school building is typical of many early 20th century, two story structures. It has a large auditorium space, administrative offices, and self-contained classrooms off a central corridor. The Center itself is located on the ground floor, the former auditorium space.

The school campus includes a playground and parking on a city block of space. The site enhances the Center's use. It is located in the center of the town and is well established in the public eye. People were used to coming there as a school, then to the Project, and now to the Center. The central location is accessible by several main streets and arteries, as well as by a city bus line and foot traffic along city sidewalks. In addition to being accessible, the building is well marked with signs that list its hours of operation. The urban community setting in a well-established, acceptable place makes the Center a place that is easy to find and visit.

The Center visitor who found the exterior nonthreatening will find the interior even more appealing. The large former auditorium has been redone to a tri-level room. The design keeps the flexibility of large, open space. The stage area remains intact with the accompanying dressing rooms converted to storage. Other small spaces were defined for office, conference rooms, and additional storage areas.

The high ceilings and large windows with blinds are all incorporated into the Center design. Features of the school auditorium that are also helpful for the Resource Center include a small foyer area at the street entrance and multiple entrances and exits to the street and into Project Enlightenment's offices. The building walls were painted by Center volunteers, and the School System maintains them. The entire area is air conditioned for year-round use and comfort. There is controlled zone lighting to permit multiple activities simultaneously, whether the activities require a darkened area or not.

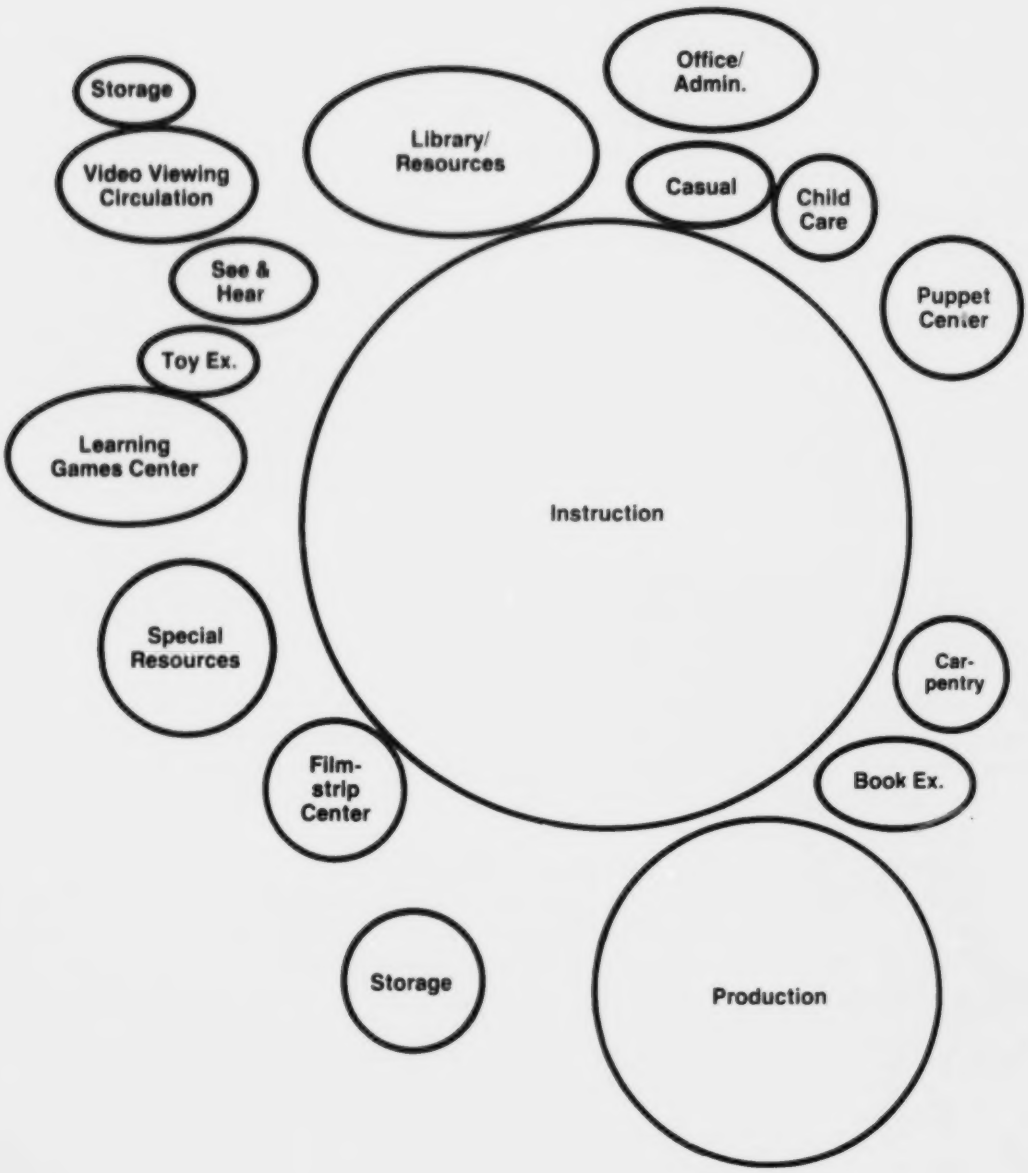
The most salient feature of the Center interior is the large open space. This feature adds tremendous flexibility to the Center arrangements for displays, centers, workshops, and conferences. It further supports the open, welcome philosophy of the Center, an inviting message to the Center user. Small, chopped-up space divided by walls is difficult to manage and does not stimulate users to explore and discover the wealth of materials available to them.



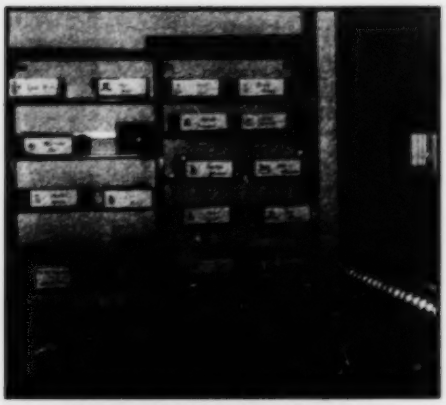
CENTER ARRANGEMENT

Further exploration helps one understand the arrangement of the Center. The overall sense of the layout is visually appealing, a collage of resources that all say "please touch—hands on encouraged here." All the areas are functional and flow freely one to another. Good planning is most evident here. The arrangement is determined by function, flow, size, and need. The Center areas include office/administration, instruction, production, conference, storage, materials circulation, the library/resources, casual/browsing, entrance foyer, and learning centers. The accompanying relational diagram shows the Center components discussed fully, (page 20).

PARENT-TEACHER RESOURCE CENTER
RELATIONAL DIAGRAM



Each area has a unique function and is designed and arranged in a special way.



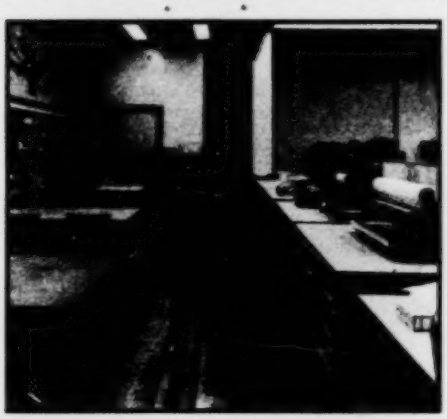
1) Office/Administration

The office area consists of one director's space with a small desk, a small work area, and shelving. Here the director does the planning and paperwork for the Center's operation. The shelving houses brightly-painted paper boxes, identified by a person's name. These contain the work in progress of the numerous volunteers who help at the Center. The small work area is filled with work in progress outlined on a guide sheet to map progress toward final completion.

In the office the director coordinates the volunteers, meets with center visitors, and consults with staff members. A second nearby office space that is not self-contained houses the Center clerical person. This station serves as the reception area for visitors and telephone callers. The Center manager/receptionist is clearly visible from the front entrance to aid visitors and to guide them to areas of the Resource Center. The manager has a desk, chair, filing cabinets, a typewriter, and other essentials for running a busy, active place—all within close proximity.

2) Instructional Area

On the lower level of the building in the middle of the open area is a large space devoted to instruction. Here training sessions, seminars, workshops, special presentations, and similar activities are scheduled. The area is surrounded by portable storage and dividers. It has approximately fifty chairs, usually arranged in theatre style. Several tables for speaker materials and outlets for audiovisual equipment for the presentations are available. This area is also visible from the entrance to visitors and session participants. It is also visible to the Center receptionist, who oversees progress and directs people to the sessions. This visual monitoring is especially important with limited staff. The instructional area is continually used. Teachers, parents, day care workers, Center staff, consultants, and visitors take advantage of the learning opportunities here.

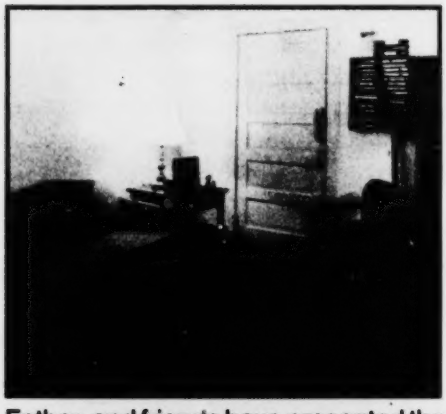


3) Production

Busy is the best description of the production area. Here visitors and Center volunteers use the vast assortment of supplies and equipment to "make and take" learning games, teaching aids, bulletin board displays, etc., for young children. Production is located on the former auditorium stage. This arrangement allows the adjoining dressing room to be a storage area. The raised location not only separates this busier, noisier function from other areas, but also makes it open and available for users. The production area has work tables and chairs in the middle. Along the exterior wall is shelving for storage. These brightly-colored shelves hold construction paper, glue, scissors, pencils, pens,

paint, string, brushes, magic markers, old wall paper books, cloth and buttons to list only a few.

There is shelving, display racks of pegboard for patterns, mobile carts, flat storage for tag board etc., plus large round industrial size and strength barrels for the donated beautiful junk, so useful for the handmade games and ideas. The equipment in the area includes laminators of different sizes, a typewriter, a thermofax copier, an opaque projector, a paper cutter, a duplicator, and oh yes, a television for people to watch as they work. Equipment supplies are stored just under these items in counter height cabinets. A filing cabinet and plastic dish pans help with storage of the bulky, odd-sized items. A tape measure marked on the floor plus a yard stick measure on the counter top aid game production and are helpful ideas that are typical of the production area.

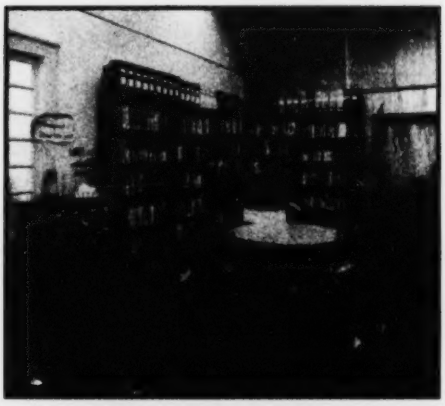


4) Video Viewing

A small, self-contained area near the front entry has been furnished with a love seat, tables and lamps, and a comfortable occasional chair for an informal conference area. The room furnishings were donated and are most attractive. The focus of the room, named for Matthew William Lee, is a collection of materials on death and dying. Titles for both the parent and the child are there. Some examples are *Look Before You Leap* series from Silver Burdett, *Things to Know About Death and Dying*, and Katherine F. Donnelly's book, *Recovering from the Loss of a Child*, Macmillan, 1982. Matthew's Mother, Father, and friends have presented the books in his memory. In addition to this collection the room also houses video tapes and a video tape recorder on a mobile cart which are ready for use. The tape library features current topics of interest to parents and workers with young children. Some are commercially done while others are done by Project Enlightenment's professional staff members. The remainder are tapes of presentations at the Center. The video viewing area is designed with quiet reading and viewing in mind.

5) Storage

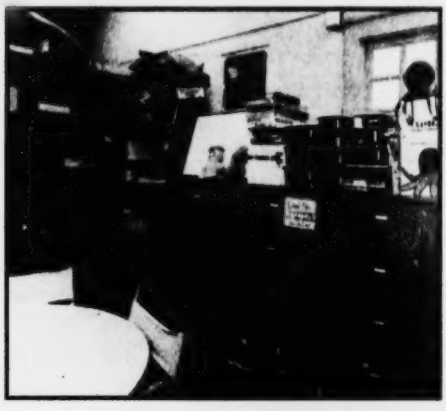
In addition to the one near the stage production area, a second area with shelves and open floor space houses the Center's audiovisual equipment, office supplies, and other needs for its operation. This area is enclosed and has a door that locks. There are also several mobile storage cabinets throughout the space. These act as area dividers and double as storage. Most have shelves and doors and are colorful.



6) Library

An important area of the Resource Center is the book collection. Since need for information was identified early as a great one, access to books and similar resources is emphasized. Right inside the front door are several sections of bookshelves. The taller ones house a carefully selected collection of professional materials. Over 2,000 books of interest to parents, teachers, volunteers, and visitors can be found here. The variety of titles includes standard guides, as well as the newest ideas for dealing with young children and their needs—all carefully selected from recommendations and reviewing sources. Since everyone doesn't need all these references all the time, the lending library concept works especially well here.

Soon after the Center opened, Junior Leaguer and Project volunteer Susan Kelly Fontes died. In her memory, individuals began the Susan Kelly Fontes Memorial collection. This collection is the children's section of the library. It has numbers of books selected to help children deal with feelings and social, emotional concerns or to expand their knowledge and concepts. All items in the library may circulate to registered users and do extensively.



The paper resources of the library, such as handouts, pamphlets, and journal articles, are housed in lateral files. Multiple copies are stored and retrievable by title and referenced in the card catalog. Typical items found here are "Telling Children About Death," "Speech and Language Patterns of Two-Year Olds," and "A Suggested List of Read-Aloud Books." Articles may be checked out, or copies of them are available for a small fee.

Two tables with brightly-covered director's chairs complement the library area. These serve as a space to browse, talk about the books, and look over the kits and games.

7) Circulation

A portion of the Center office space doubles as the circulation area. The necessary files, file boxes, and card files are stored near the circulation desk. From this point, the Center resources may circulate to registered borrowers, and supplies for production may be purchased. Materials are returned to this same spot for refiling. There is also a large book drop box nearby for returns at unattended hours. This active corner is on the first level near the library shelves, racks of learning games, and near the doorway.

8) Foyer

This entryway has tables with displays of the Center and Project Enlightenment publications and brochures.

9) Casual/Browsing

There is a warm casual area in the Parent-Teacher Resource Center. It has a couch, several tables, and comfortable chairs in a conversational setting. There are magazines such as *Good Housekeeping* and *Parents Magazine* on the tables. This area provides a place to meet and greet, or to visit quietly before the next Center functions. It is near the shelves of publications of other County service agencies, and other free items of interest. The area is somewhat separated by several large bulletin boards. Displays on the boards are solicited from area day cares, preschools, and kindergartens. This sharing and involvement help make the Center successful. The cross-fertilization of ideas helps everyone—user and child alike.

10) Centers

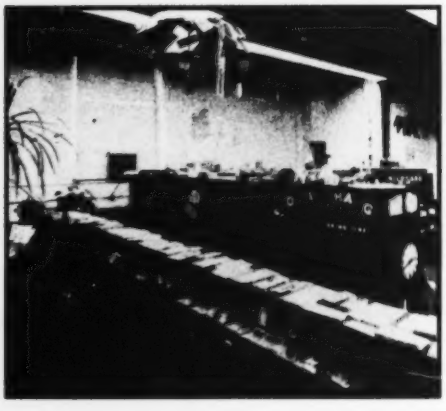
The remaining space is divided among numerous special Center areas. They are 1) Children's Corner, 2) See and Hear, 3) Special Resources 4) Cardboard Carpentry, 5) Book Exchange, 6) Toy Exchange, 7) Puppets, 8) Filmstrip Center, and 9) Learning Games. Each one is listed and described as to layout and function.

The Children's Corner provides an inviting semi-controlled area for a short term visit for children of adults in the Resource Center. It is surrounded by a low fence with a swinging gate. Large bulletin board styled letters identify the center along with pictures that give visual clues to its function. On the center low shelves are toys, books, games, tubs with blocks and other manipulatives. In the center of the spot is a child-sized round table and chairs.

See and Hear contains audiovisual materials to view and listen to help professionals and parents. There are three wet carrels with a Dukane sound filmstrip projector, filmstrip viewers, a record player, and a tape player with filmstrips, records and other items ready to watch or hear. Representative titles are *Preparing for Parenthood, We All Live Together, Broken Eggs, Concept Building With Blocks.*

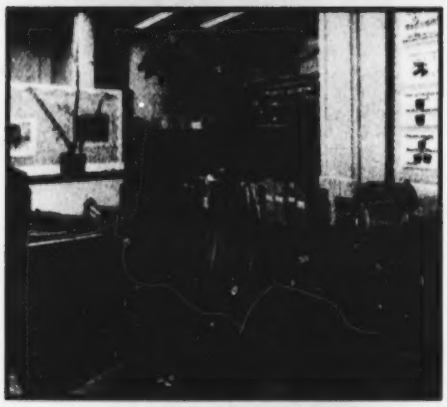
Special Resources has books, catalogs, and other materials specially for parents and teachers of young children with special needs. There is a table, chairs, and decorations to invite visitors to see and review materials therein.

Cardboard Carpentry is a "make and take" area, where cardboard can be cut to create special patterns and resources for tables and bookcases and for fun, learning exercises. It has a work bench, a display area, and storage for cardboard and tools.



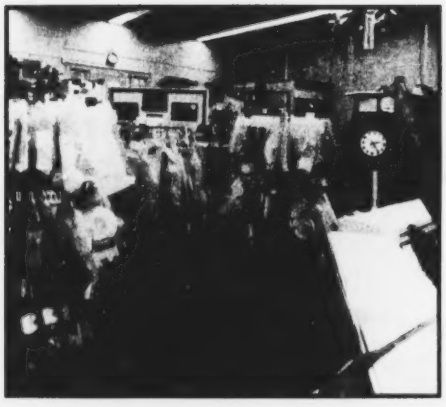
Toy Exchange serves as an exchange point for recycling users' children's toys. Each child brings one and may take one. Toys take on a new meaning when selected by the child, and ones that grow old or unchallenging may be recycled. This center is out in the open on top of the mobile cabinet, used for storage and a divider.

Puppet Center has everything to create puppets for fun, for presentations, for child activities, and for story-telling and plays. Large letters identify the center where tables with supplies to make hand puppets plus samples of puppets are displayed. Other tables provide a work area for puppet making.



Filmstrip Center is a "make your own" area. There are small tables, labels, directions for making your own filmstrip, and sample filmstrips. Supplies for the center that include old or torn filmstrips are stored in the area.

Children's Book Exchange has racks of all types of children's books ready for a child to leave one and choose a different, new-to-them book. All types of paper and hardback books on many levels from wordless picture books to picture books are found there.



Learning Games is a primary center area. It has several circular display racks where all types of learning games are displayed. Over 360 games are filed by titles with a master list for access by subject and skill needed to be taught. All the games provide inexpensive learning activities to enhance the child's development and reinforce important skills. (Sample shown in the Appendix.)

All these areas and centers project the message of the Center. It is inviting, casual, bright, cheerful, full of activity—a learning, caring place where the individual is very important. Funding, the key element in acquiring the kinds of resources and facilities described above, will be discussed in the next section.

FUNDING

Facilities is only one part of the Parent-Teacher Resource Center. The Junior League provided monies and Wake County Public Schools and other agencies in kind services to make the Center a reality.

Monies are necessary to have facilities, personnel, and materials for a viable resource center. The support can take many forms and shapes and needs to be carefully planned. The Resource Center used well- defined needs, good planning,and a reasonable approach to funding. Under the umbrella of Project Enlightenment, they used a two stage approach. Stage one was the initial funding. Stage two is the ongoing budget plan. Considerations in both stages included salaries, resources, services, promotion, building costs, and upkeep. A clear statement of the needs to be addressed and a time frame for implementation also was necessary.

INITIAL FUNDING

The initial budget for the Center came from the Wake County Public Schools, community groups, and individuals. Project Enlightenment and the Wake County Public Schools offered in kind services such as personnel and facilities. They also provided some of the printed resources. The largest direct allocation came from the Junior League of Raleigh. This altruistic service group was interested in a family service and was seeking a special way to return benefits to their community. As a "thank you" to the community, they reviewed the Center proposal and generously donated $41,882 in 1979 to start the Parent-Teacher Resource Center. Volunteers gave their time to paint and redecorate the facility, donated items, or later gave their professional expertise for seminars and workshops.

All the first monies and support functions went toward items in the first phase of developing a total resource center. They included minor renovations to the auditorium site, resources, and equipment. The plan was to first have the hardware, the area, and the resources as a base with

additional resources to be added later. Following much planning and preparation the Resource Center started in the fall of 1981 with an open house. Guests invited to the celebration included the Junior League and other community and civic groups.

ONGOING FUNDS

Monies for the ongoing financial needs of the Resource Center continue to be provided by Wake County Public Schools, state and local mental health, contributions, community civic groups, and the Junior League. Special friends who often want to contribute to a dynamic, ongoing program that is doing well found the Parent-Teacher Resource Center just the place. For example, the friends and family members of Susan Kelly Fontes established a memorial library to honor her. They donated monies for children's books. The family and friends of Matthew Lee did the same with the resources on death and dying. Teachers in the school system donated kits, learning ideas, patterns and so forth that increased the excellent resources of the Center. Civic clubs, as well as individuals, donated monies and time to the Center. A local pediatrician, for instance, conducted sessions for parents, giving his valuable time to reach parents of young children with information they needed.

Once it was organized and running, the Center itself generated some funds. There is a small fee, $2.50 per person, to attend Center workshops. There are fees for supplies purchased at the Center to make learning games and other projects. Nominal amounts are charged for the Resource Center and Project Enlightenment's publications—all of which emphasize special needs and interests of children from birth to six years old.

In the fall of 1986, the Junior League once again donated monies to the Resource Center. They found their original grant paid rich dividends. They allocated $46,000 new dollars to build on that first foundation and to expand services. Expansion ideas involved: 1) computerization of the management functions of the Center, 2) increased emphasis on resources for children with special needs, children below age two, and children in crisis, 3) outreach of services into the community, and 4) the development of this manual and other publications.

In the long term, agencies such as the Wake County Schools benefit by having better-prepared children entering school and being supported by better-prepared parents, teachers, and other adults. Use of the Center leads to less dependency on other services. Based on services and support from the total community, there is a viable Center. The Center's budget planning has been realistic and provides excellent service for dollars tendered. This planning ensures that good personnel are hard at work at the Center. Outlined in the next section are the personnel needs for such a center.

PERSONNEL

Facilities, monies, and resources enhance a good program, but people, committed to the need and the concept, ensure its success. This section will explain the types of personnel at the Resource Center, their roles, and the coordination of their work. At the Center several categories of people are used successfully. There is one professional, one paraprofessional, and volunteer help. From time to time these may be augmented by Project Enlightenment staff, and the Project staff is readily available for reference.

TYPES OF PERSONNEL

A professional staff person serves as the Center director. The clerical duties plus the day-to-day management of the Center is done by a paraprofessional staff person. These two positions are currently funded for ten months during the school year. In the beginning fewer people may be employed and still have a successful center. The development time just takes a while longer. Flexible scheduling is a positive feature for optimum service. The hours tend to attract good workers.

The volunteers are the largest source of help. In fact during a recent year, volunteers gave over two thousand hours of time, the equivalent of another full time position! For 1986-87, there were 12-15 regular weekly volunteers. There are three types of volunteers. One is the Junior League or other civic or service group members whose volunteering is an integral part of their club membership. Doctors, health care professionals, teachers, college students, and others volunteer their professional expertise for special programs or events at the Center. Some also do one-on-one assignments with children and parents as volunteers for the Center. The importance of the volunteers cannot be overemphasized. They not only provide valuable time to the Center projects and activities, but they also become involved in the projects and activities. Their involvement leads to even greater community awareness, use, and support.

ROLES

To function well the roles of each type of Resource Center worker need to be clearly defined. The following is a brief overview of the jobs, skills needed for the job, and the most important abilities required for this type of role.

Director

The Center director is a family/school resource consultant, who 1) coordinates and evaluates all activities which take place in the Parent-Teacher Resource Center; 2) coordinates ordering and acquisition of all materials and equipment used in the Center; 3) provides workshop leadership, organization, development, and coordination by assisting Project staff in development of and logistical arrangements for workshops, and develops and presents workshops based on needs; 4) coordinates all volunteers' training and supervision; 5) develops Center brochures, newsletters, and community announcements and otherwise coordinates all public relations activities; 6) coordinates all project visitation and provides technical assistance to many visitors; 7) coordinates home programs offered by the Project to include training and supervision of volunteers; and 8) generally assists in all other program areas as needed, e.g. special projects, representation at functions, and gathering information for grants and funding.

The director is a coordinator, a facilitator, a public relations specialist, a planner, a consultant, and a seeker of the best resources and funds. A person with a good combination of teaching skills, creativity, good people skills, keen perception for new ideas, and risk-taking ability is a leading candidate for director.

The Center Manager

The Parent-Teacher Resource Center manager: 1) serves as a receptionist to the numbers and varieties of visitors to the Center, helping them find the resources they need or directing them to the correct person, agency, or service; 2) assists in taking referrals, coordinating visitors, registering workshop participants, and promoting general public relations; 3) is knowledgeable of services, resources, and activities within Project Enlightenment, the Center, and the community; 4) assists in day-to-day supervision of volunteer staff; 5) keeps staff consultants and others up to date on

resources available in the Center; 6) helps them with use and preparation of materials; 7) catalogs and processes all resources (print, nonprint, and equipment) and manages its circulation; and 8) maintains resources inventory and accompanying records and statistics, bulletin boards, displays, and a scrap book.

When the Center expanded its services to include some evening hours each week, a second part-time paraprofessional was employed to handle these hours. This step necessitated more coordination and written policies and procedures for operations. The basic information necessary to operate the Center, greet visitors, and circulate materials is listed on a brightly-colored laminated blotter at the Center manager/receptionist's desk. The most important skills for a person in this type of role are clerical such as typing, filing, and ordering. Good interpersonal skills and the ability to adapt and flex with changing situations are essential.

Volunteers

Probably the greatest personnel resource of the Center is its volunteers. There are currently three types. One is the interested party from the community, who comes to the Center and offers his or her services. They are asked to complete the following volunteer card.

The second type of volunteer comes from community clubs and civic groups such as the Junior League. These volunteers make a long-range commitment to approximately three hours per week to the Center. Their volunteer services are handled through a coordinator within their club. The Resource Center Director provides overall guidelines to the club volunteer coordinators, receives names and contacts from coordinators, and then trains and supervises the volunteers. The information sent to the volunteers describes Project Enlightenment, lists the address, and the name and telephone number of the Center Director, and outlines suggested jobs. The jobs include Parent-Teacher Resource Center Aide, Parent Trainer, and Resource Center Publicity Coordinator. All the jobs are important, so the individual may choose, or the Director matches the volunteers' skills with the tasks. Placement is a key element to success and service.

PROJECT ENLIGHTENMENT NEEDS YOU !

Dear Project Enlightenment Friends,

People often ask how they can support Project Enlightenment to insure our continued services in the community. We have many needs, and we would be delighted to have you share your time, talents, and/or contributions with us. Also, we would appreciate your ideas and how we can serve you better.

Please fill out the form on the back and place it on the reception desk, give it to your workshop leader, or any Project Enlightenment staff member.

Thank you,

Name _____ Phone _____

Address _____

Availability _____
(e.g. Mondays 1-3 pm, home projects, regular, or occasional)

_____ assist in office work
_____ work in Center
_____ sit with children
_____ assist with fund raising
_____ help with publicity
_____ other

I would like for Project Enlightenment to consider:

_____

Project Enlightenment, 501 S. Boylan Ave.
Raleigh, NC 27603, (919) 755-6935

Finally, a third type of volunteer helps the Center staff. These are individuals, either parents or others in the community who volunteer their professional time to the Center program. Some may conduct parent workshops; others may offer consulting services to Center staff and parents. For example a practicing psychologist may offer a session on "Helping Your Child Deal with Anger." A teacher may share information on deciding, "Is My Child Ready for Kindergarten?" Full use of their skills does not require extensive training by the Center staff, but does require flexibility of scheduling and a keen awareness of interest in a topic and the presentation skills of the volunteer.

Volunteer Roles

The Parent-Teacher Resource Center Aide: 1) assists in overall operation by staffing the Center; 2) aids parents, teachers, and visitors in use of the Center; 3) helps with operating audiovisual equipment, cataloging and processing new materials, circulating materials; and 4) assists with mini-workshops offered at the Center. Other volunteers may serve as Outreach Workshop leaders for sessions in Wake County by directing the activities and by preparing materials for the sessions. Some volunteers may choose to be parent trainers. These assistants demonstrate and model for parents appropriate teaching methods to help the child's readiness skills. They aid in program design and map the child's progress.

Another area of service is the Resource Center publicity coordinator. This type of volunteer: 1) publicizes the Center by speaking to teachers, parents, community, and other interested groups; 2) schedules groups to the Project; 3) is a liaison to other groups in the community and collects appropriate, current materials from them for display and dissemination by the Resource Center; and 4) generates interest in and awareness of the Resource Center in the town and area through public media—newspaper, radio, television, and magazines.

VOLUNTEER TRAINING

Based on their placement and prior experiences, all volunteers at the Center receive training of a general and also a specialized nature, followed by individual on-the-job help. The general overview is a two hour training session early in the school year in September. The following letter is an example of the training contacts and training schedule.

Thank you for your interest in Project Enlightenment. We are looking forward to working with you this school year.

The following training program has been scheduled for you:

Monday, September 15—Project Enlightenment Overview
Monday, September 22—Resource Center Tour/Procedures
Monday, September 29—Junior League Grant

All sessions will be at the Project facility from 9:30 a.m. to 11:30 a.m. The last training session will be your choice of at least one Parent-Teacher Resource Center workshop. If you work and are unable to attend the morning sessions, please contact me after September 2.

I will meet with each of you individually concerning your particular placement and schedule following the training series.

Very truly yours,

Volunteer Coordinator

VOLUNTEER COORDINATION

Each year twelve to eighteen people serve the three hours per week for nine months, as well as some concentrated summer placements. Monitoring of volunteers is a must for them and the Center, but the process need not be cumbersome. The Director has a folder on each person with her training materials, schedule, and work in progress. A 12 x 18 cobalt blue painted cardboard box for each one is filed in her office on a shelf. It contains paper, pens, assignments, work in progress, etc. If, for example, the person is a Parent-Teacher Resource Center Aide who helps make learning games for the Center, this volunteer's progress is monitored on a "games in preparation" master chart.

The overriding factor in working with volunteer help is selecting ones that have a commitment to the ideals, to the ideas, to the Center's usefulness, and to the Center structure. Choose ones who are loyal and will model skills for parents/teachers/community people while providing resources. Staffing is a key element in a successful Center. Their time, effort, and attitude make the Center that people see and remember.

The personnel, whether professional or volunteer, help in some part with the selecting, processing, circulating, and donating of the resources of the Center. "Where do I go to get the answers I need?" The proper resources need to be available and need to be organized for a quick, successful retrieval for the most good. The library adage, "The right book at the right time for the right person," works at the Parent-Teacher Resource Center and directs its resources acquisition. The next section discusses resources in depth.

RESOURCES

This section features types of resources, with examples, information on procurement, and how and where they are displayed. The second part of resources highlights the selection, ordering, organization, and access to the Center resources. All resources from whatever source are selected on the basis of the Center goals. Thus all items are considered on the basis of support for a program designed to work with children from birth through kindergarten, their parents and their teachers. They concern child development and emotional growth.

PRINTED MATERIALS

The printed resources include teaching materials, books for parents, professional magazines, publications, articles, children's books, community and other agency printed materials, learning games, etc. There is a wide variety of teaching materials which includes commercially- produced kits for language stimulation, pre-reading skills, social skills, and emotional development. Also available is a large selection of other enjoyable materials. The majority of these items are donated by teachers and are displayed for viewing and circulation on open shelving, and sometimes in plastic tubs or on racks.

Books for the Resource Center library are chosen from a variety of subjects that includes: child development; parent education; early childhood curricula idea books; family and social issues such as divorce, separation, the single parent, sibling rivalry, and grief and loss. There are books about first medical visits, learning games, self-help and well being, and ones on the social growth and emotional development of children. Some of the 2,000 plus titles are donated; while, others are purchased based on the needs and recommendations from users and Project Enlightenment staff. All are attractively displayed on standard height (five feet) wooden library shelving. Near the professional books are the children's books in the Susan Kelly Fontes memorial library. These 743 children's books focus on topics such as dealing with all types of emotions, sibling relationships, grief and loss, making friends, sharing, accepting responsibility, and social and emotional growth and development. They are all appealingly displayed on low shelving and signaled by green dots as ready for children and parents to choose.

A second set of children's books occupies a single display rack down on the lower level of the Center. They are the fifty or so hard and paperback books of the children's book exchange. Children's favorites can be chosen by swapping a book of one's own for one on the rack. Choosing your own book is a treat. Moreover, it is a real learning experience. Scattered on the tables and in racks in the casual area are the magazine subscriptions of the Center. Titles include *Highlights, Exceptional Parent, Parents Magazine, Good Housekeeping,* and *Practical Parenting.*

Two types of publications are on display at the Center. There are the books and pamphlets written by Project Enlightenment staff members. They are near the reception desk in the library area displayed in racks in a prominent position so that visitors needing them may preview and purchase.

Representative titles are *Early Parenting, I Can Do It, You Show, I Grow , and Setting Limits . . . Tips for Teachers of Young Children.* Note from the current list shown in the Appendix that these resources include posters, videotapes, booklets, and books with ordering information.

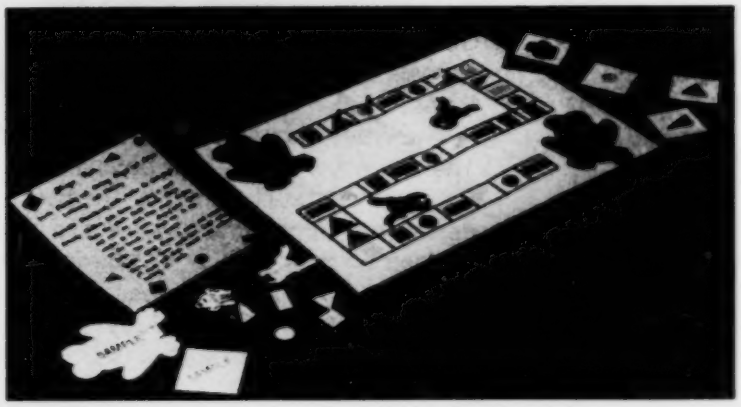
Then, located on a low shelf across the Center separating level one from the instructional and other areas in level two are the printed resources and publications from other agencies in the community. The printed newsletters, brochures, advertisements, listings, and schedules come from local day care centers, health agencies, arts councils, professional organizations, and community groups—all who have an interest in events, service, and opportunities for young children. Generally these items are free of charge. The Center acts as a clearinghouse of this type of information.

Another special resource of the Center is its eye-catching bulletin boards and displays. They change frequently and are provided by different day care centers and preschools. A recent board emphasized the seasons of the year, included patterns for board displays, and children's art work. Some displays are learning oriented. Each center has a display that provides clues to its function. For example, a display around the Seeing and Viewing center features a colorfully lettered sign, a reel, film, filmstrips, and records.

There are approximately 360 learning games that make up a special part of the Parent-Teacher Resource Center materials. These items combine some text and graphics with creative ideas for teaching basic skills in a fun-filled way. The games generally speak to skill development areas such as motor, or visual, or number skills. There is *Shape Sorter* for prewriting and mathematics. There is *Tambourine* for music/auditory and creativity, and *Number Wheel* and *King* for visual motor or fine motor/cognitive. These are complemented by seasonal games such as *Fall Leaves* and *Egbert, the Easter Egg.* Once the child's need has been identified, users may search the master game chart for a learning game, designed to teach and reinforce that particular skill. The master chart is kept near the rotating display racks that house the see through plastic bags with the

games. A sample page of the master chart and the directions sheet for *Silly Sara*, pictured below, is included in the Appendix, along with a full list of Project Enlightenment's publications.

Some of the volunteer Resource Center aides and parents help design and make these learning games and create the directions. Teachers and Project Enlightenment staff suggest designs and are always looking for new game ideas. The impact of these educational games is far reaching. Their appeal is universal, and they cost only pennies to make.



NONPRINT RESOURCES

The Center has nonprint materials in addition to its printed ones. They have software and hardware resources. Examples of the software one might find in the Center are films, video tapes, filmstrips, records, toys, puppets, and games. It also includes paints, poster board, triwall, scissors, construction paper, wall paper books, glue, and other beautiful junk to make new resources.

Equipment in the Center and available for use includes laminators in different sizes, a typewriter, a video cassette recorder and monitor, a telephone, tables and chairs, record players, a filmstrip viewer, a sound filmstrip viewer, a tape player, a paper cutter, an overhead projector, wet (wired) carrels for audiovisual equipment, an opaque projector, and a screen. Other storage equipment maintained includes filing cabinets, crates, large barrels, and mobile storage carts. Both the software and the equipment are maintained in quantities to meet the needs for groups and individuals using the Center.

HUMAN RESOURCES

Probably the greatest resource for a new or an existing center, say the Center staff, is the human one. In addition to professional staff, service organizations such as the Junior League and professional child care workers volunteer their time. The volunteers help with the work of the Center and help to provide Center resources. Their recruitment, training, and duties were addressed in the personnel section. Their specific duties related to materials are featured here along with some volunteer comments.

As mentioned earlier in the section on volunteer training, each of them meets with Project Enlightenment and the Resource Center staff for an overview and then attends one or more of the parent workshops. During these activities the helpers become very aware of the learning games, the importance of the professional books on child development, and the vast amount of information available in current journals and popular magazines. They recognize the need to have these materials organized and accessible to other Center users.

VOLUNTEER DUTIES WITH RESOURCES

Many of the volunteers work with the Center staff to prepare the resources. After checking their blue work boxes for directions, teams of volunteers can be found in the production area making learning games and preparing written directions for them. In fact the Center now has over 300 games developed in this manner. Others screen the latest stack of articles for the lateral information file. They scan the pages for descriptive data and subject categories, prepare the cards for the card catalog, make ten copies of the article, and laminate the originals. They complete the task by filing one article copy in the master housefile for reference, the ten article copies in the lateral files along with the laminated original, and the cards (title and subjects) in the card catalog.

Article
Lateral File
H

Language Development

Helping Your Child to Read.
Betty Jean Foust, 1973.
10 Sheets.

Contents: Suggestions and activities for preschoolers, beginning readers, and independent readers. Ways that parents help children learn to read.

1. Reading. 2. Language Development

In a similar manner, volunteers process the new books for the collection by stamping ownership, preparing circulation cards and pockets, and typing and filing catalog cards. Others clean, check, and help with audiovisual equipment, or other audiovisual materials. By helping volunteers become more familiar with the resources, they are able to locate and describe them to Center users.

Only experienced volunteers are involved in public relations and dissemination activities such as Center tours, making presentations to community groups, and visiting with day care directors about holding a staff and parent meeting at the Center.

Volunteer benefits are tremendous for the Center. The man hours contributed directly affect the amount of resources organized, cataloged, and ready. Plus those involved benefit directly from information and insights. Tokens, redeemable for attendance at parent workshops, are given to volunteers in appreciation. These workers in turn share with others thus spreading the word of the Center. Further, volunteers feel an ownership in the Center and support it. They know its value and want it to succeed. The Center has proven that volunteers carefully planned for and tenderly nurtured make effective contributions in the areas of service and public relations. Comments from volunteers interviewed reinforced this picture.

VOLUNTEER REACTIONS TO THE CENTER

One parent volunteer felt that her service at the Center combined her skills in elementary education with her nurturing, helping skills. She especially liked the approach of the director and the creative approach in the production area. She continues her support by writing articles for publication for various groups about the Center and its good work. Another one agreed that volunteers should be used and trained to help carry the work load of the Center and for networking and public relations. She understood the importance of freeing the professional staff from clerical routine to enable them to give quality service. Further, she cites her specific rewards—more information about the development of her own children, meeting with parents of other children with concerns similar to her own, the special atmosphere of the Center that made sharing easy, safe, and comfortable—"a nice place to enjoy being a mother."

MATERIALS SELECTION

As mentioned volunteers assist with preparation of the Center resources. These volunteers and visitors come to the Resource Center to learn and use the carefully selected resources. Further explanation of how the materials are selected, processed, organized, and accessed is important. Materials are chosen to support the goals of Project Enlightenment programs and its Center. Quality items and accessories that explain, teach, and help parents with the child's emotional, physical, and intellectual development are a first priority. Materials purchased include books, filmstrips, films, records, picture books, magazines, and video tapes. Equipment for the audiovisual resources, plus paper, catalog cards, and other supplies are also bought.

Careful selection is important both to ensure purchase of items to support the program and to ensure the best use of limited funding. Sources used to aid selection include professional books, professional buying tools, and recommendations from users and the professional staff members. Previewing of suggested items is done whenever possible. The final decision and purchase order creation is done by the Parent-Teacher Resource Center staff. Due to its relationship with the Wake County Public Schools, purchase orders follow the System procedures from the finance office, to the vendor, to delivery at the central school receiving warehouse, before finally coming to the Resource Center. Using an established system with standardized processes is beneficial. Forms and procedures are known, and bulk buying is generally cheaper. Usually materials are received several times during the school year.

MATERIALS ORGANIZATION

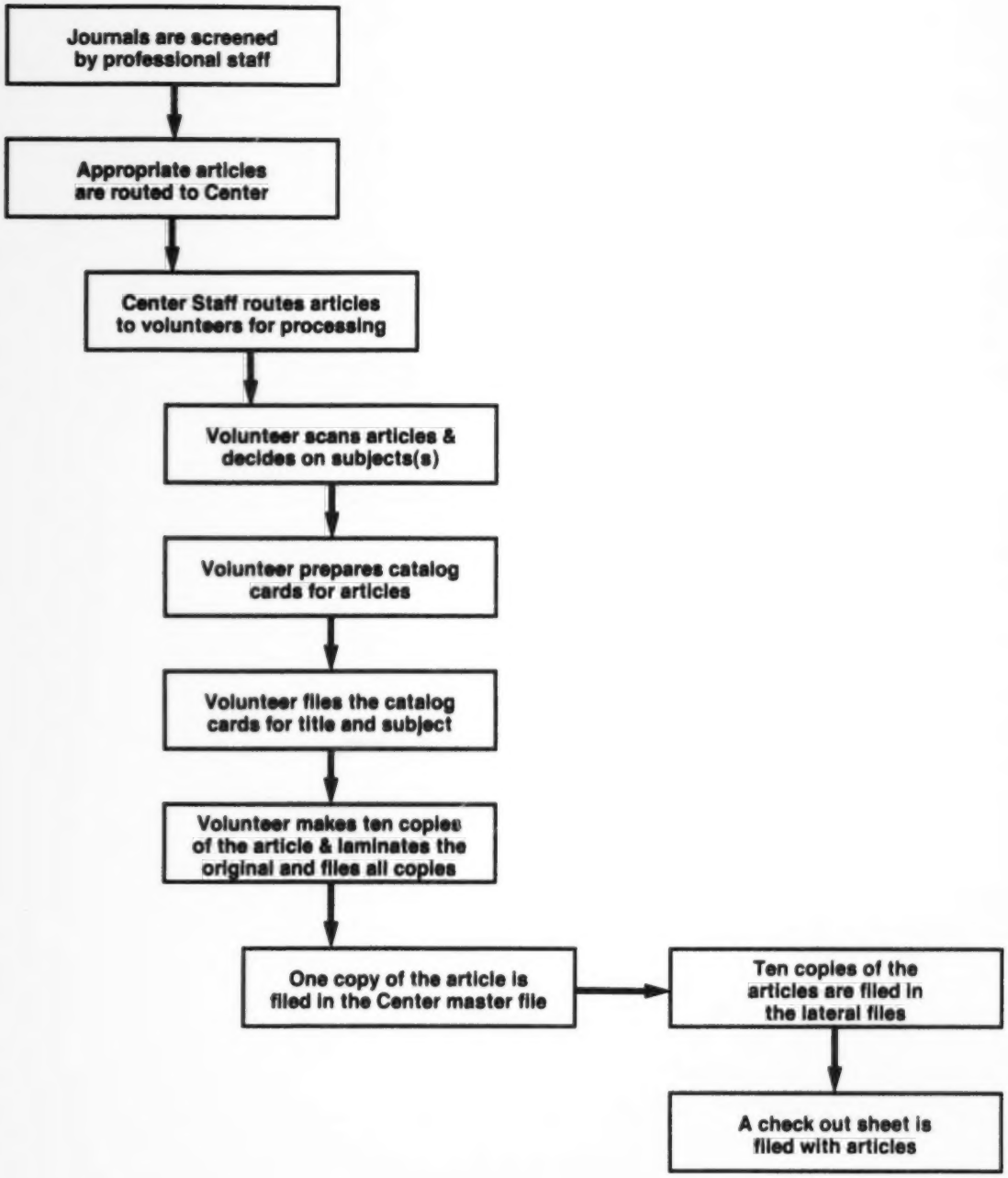
Unorganized materials soon lose their effectiveness. Being able to retrieve quickly the desired fact sheet, books, or video on the trauma of death for children, on bed wetting, or toilet training is vital. Early the Center used the assistance of the school system's library supervisor for suggestions on organization and processing procedures. A good beginning with a good plan saves time and effort over the long run, it was decided. Don't overlook this important step.

Realizing that most materials were requested by subject—"Show me all you have on parenting, or guidesheets on best children's books, or books on how to handle discipline," the Dewey Decimal system of classification was chosen. Each item is classified by Dewey number according to its subject matter. The ten number (100, 200, 300, 400, 500, 600, 700, 800, 900) categories of this system means that like items on a subject are filed together. All types of print and nonprint materials can be classified. Thus each item is assigned a classification number, has labels affixed to identify the category, and gets a card and pocket to allow circulation of the materials to parents, teachers, volunteers, etc. The Dewey system classification number labeled on each piece then becomes the basis for the filing system for the resources. Since resources have different formats and are filed on shelves in the Center, or other designated areas, the Center needed a master card file. The card catalog is the access point to the collection. Here the cards describing the resources are filed in alphabetical order with a separate card for each item filed by author, title, and subject(s).

LATERAL FILES

The previous procedure handles the majority of items. Some adaptation is required for special things. Current, single sheets or unbound printed resources are handled somewhat differently. A sample flow chart that defines the steps follows.

FLOW CHART FOR LATERAL FILE RESOURCES


Journals are screened by professional staff
Appropriate articles are routed to Center
Center Staff routes articles to volunteers for processing
Volunteer scans articles & decides on subjects(s)
Volunteer prepares catalog cards for articles
Volunteer files the catalog cards for title and subject
Volunteer makes ten copies of the article & laminates the original and files all copies
One copy of the article is filed in the Center master file
Ten copies of the articles are filed in the lateral files
A check out sheet is filed with articles

These articles are screened by the volunteer, who then makes subject cards for the card catalog. Ten copies of the article or handout are made. The original and ten copies are filed in metal, legal-sized lateral files in folders. One is filed in a master Center file for reference. The lateral files are arranged alphabetically by the title. In the folders, a check out sheet is also included so one might borrow the file copy, if the article cannot be reproduced. See sample check out sheet. Other special items such as records and video tapes are processed similarly to books including catalog cards, but may be housed on shelves or in special storage locations. However, the video tapes are not circulated.

LATERAL FILE CIRCULATION SHEET

NAME	DATE

MATERIALS CIRCULATION

As described all items are cataloged, processed, and displayed ready for circulation. A "please touch" or "take one" atmosphere prevails. Based on this philosophy of caring and sharing, most all resources are circulated to interested users. A streamlined process is used, as shown in the following circulation procedures guide for the Parent-Teacher Resource Center.

CIRCULATION PROCESS

1) Each borrower, except Project Enlightenment staff, must register on a card similar to sample shown.

PROJECT ENLIGHTENMENT

LIBRARY PERMIT

Name _____ Date _____

Address _____

_____ Zip Code _____

Phone
(Home) _____ (Business) _____

Permanent Address _____
(if student)

_____ Zip Code _____

Project Enlightenment Contact Person _____

_____

2) Stamp the white DATE DUE slip in book, kit, filmstrip, recording, or tape with date stamp two weeks from the day of check out. Stamp the blue, coral, yellow, green, or white CIRCULATION CARD with the same date. Remove the card and place in the Circulation Box behind the date the book is *due*. The *Borrower's signature* must be on the CIRCULATION CARD.

DATE DUE

BORROWER'S CARD

AUTHOR
TITLE
IMA BORROWER

3) Extra pamphlets, articles, and handouts (lateral files) may be purchased. Pamphlets are $0.15 each. Copies of articles and handouts may be purchased for $.05 per printed page. Front and back page printing is considered two pages or $0.10.

4) The file copy of an article, pamphlet, or handout may be checked out if there *are no copies*. The Resource Center designee will have the borrower sign the circulation sheet using full name and will date the form with due date. Forms are filed in the circulation box marked lateral files.

OVERDUE FEE/LOST BOOK/ITEMS

Books/items not returned by the due date will be subject to the following Wake County School System overdue charges per day excluding Saturdays and Sundays.

Books—$0.05 per day
Filmstrips—$0.25 per day
Filmstrip & Tape—$0.50 per day
Kits—$0.75 per day
Lateral File Copy—$0.05 per day
Tapes—$0.25 per day
Records—$0.25 per day

Overdue fees will not exceed the cost of the book/item. Borrowers will be charged for lost books/items. The charge will be the cost of the book/item. An overdue fee will not be charged.

GENERAL INFORMATION

A staff member/volunteer will man the circulation desk at all times and be informed of procedures.

No item may be taken from the Resource Center without being checked out following the above procedures. Three books/items may be checked out each visit.

Problems or situations that arise are handled promptly and considerately. Items not returned require overdue notices to users, and fines for overdue or lost items are charged. Rates are same as schools in the Wake County School System. An inventory is conducted annually to assess current status and lost or missing items.

AUDIOVISUAL AREA

No equipment may be loaned.

Equipment in this area includes a sound filmstrip projector, a Labelle, a record player, a tape recorder, a television, a video tape player (1/2 inch), a filmstrip projector, a 16mm projector, and earphones.

The Labelle is equipped with 17 cartridges on the *Growing Years In Sights and Sounds* for use in the Center.

PRODUCTION AREA

This area is designed for making games, activities, and teaching aids. All supplies and materials are available. A nominal fee is charged for supplies. Contact the Center manager for details and costs.

Variety best describes the Resource Center materials. The Center has a variety of resources, displayed in a variety of ways, and from a variety of sources. It is this variety that makes the materials so valuable to the users, and it is the organization and access to these materials that makes them so available.

STATISTICAL INFORMATION

During the first year 1981-82, visitors totaled 6,541 and circulation was 1,257; in 1982-83 visitors totaled 9,247 and circulation 2,175; in 1983-84 visitors totaled 8,231 and circulation 1,651; in 1984-85 visitors totaled 8,893 and circulation 2,387; in 1985-86 visitors totaled 8,237 and circulation 1,892.

PROGRAM

The Parent-Teacher Resource Center has an extensive program. It is a comprehensive, multimedia, positive program based on dedicated leadership and quality resources. The program components can be grouped into two categories, the inhouse and the outreach services. Sample brochures of the Center with program details may be requested.

INHOUSE ACTIVITIES

Three specific types of activities make up the inhouse program activities. First the Center acts as a clearinghouse of services, resources, and ideas. The Center receptionist may direct visitors and clients to Project Enlightenment staff for specific services, tell them of the instructional opportunities available in the center, and/or guide them to other appropriate agency services. In the Center itself, visitors and clients may peruse one or more of the two thousand plus books, some of the many learning games, the vertical files of information, the recycled toys and children's books, and the literature about the Resource Center and from other agencies. The ideas flow freely and are stimulated by the environment. People only have to check the latest bulletin boards, or the kits, the pattern samples, or the puppet center to find a fresh, creative approach to their concerns.

Instruction is the most important Center activity. Instruction can be one-on-one, in seminars with guest speakers, or with Project Enlightenment's staff, in summer institutes, workshops, and learning centers, and with Center publications.

SUMMER INSTITUTES

The summer institutes, offered with continuing education credits, are directed primarily to professional child care workers and teachers who work with preschool and kindergarten children. A brochure describing the individual sessions including a registration blank and a contact person at the Center are printed and distributed in the community and to schools. Among the topics for the institutes are "Individual Learning Styles," "Centers in the Early Childhood Classroom," "Meeting the Needs of Young Children, XVIII," "Making Discipline Work," and "Child Development from Birth Through Six."

WORKSHOPS

Parent workshop attendance has grown steadily as the following chart shows. In 1981-82, the first year of operation, the attendance was 297. Then five years later in 1986-87, the attendance had increased to 1002. Based on feedback from attendees, topics and resource people for new workshops are planned.

PARENT/TEACHER RESOURCE CENTER WORKSHOPS

Year	Attendance	Sample Session Topics
1981-82	297	Building Relationships with Family Members Birthday Parties Should be Fun for Parents, Too!
1982-83	351	Language Experience Through Music Toys, Toys, Toys Sibling Rivalry No Secrets: Protecting Your Child From Sexual Abuse Cardboard Carpentry
1983-84	458	Help! My Parents are Separating Ear Infections: The Impact on Your Child's Hearing Coping with Stress of Parenting a Handicapped Child, Part I and II Stages of Parenthood
1984-85	740	The Terrific Threes— What to Expect The Hurried Child: Children Burnout Too! Your Child's Self Esteem Fathering in the 80s, How It's Changing
1985-86	701	Pressures on Parents Preparing for the Holidays, Part I Alternatives to Spanking Finding Quality Time for Your Child
1986-87	1002	Helping Children Develop Fine Motor Skills Effect of Divorce on Young Children Toilet Training The Cornucopia Kids—The Ones That Have Plenty

Two brochures, a fall and a spring one, announce the upcoming workshops. Each brochure outlines Center services and ways people can help the Center, e.g. by donating beautiful junk for activities and learning games. Workshops are 9:30-11:30 during the morning or 7:30-9:30 in the evenings. All carry minimal charges of @ $2.50 per person. During 1986-87, the sixth year of operation, there were a total of 41 workshops with 1002 participants including 389 teachers.

OTHER CENTER FEATURES

The one-on-one activities, where volunteers model teaching techniques and suggest learning activities to parents and their child and then monitor the child's progress, reach numbers of users. Video tapes, learning centers, and other center activities are introduced to visitors and clients by the Center's permanent and volunteer staff.

The Production areas of the Center are a part of the instructional component. They are places where parents can make activities or games to help teach skills learned in seminars and workshops. There are all types of centers that include patterns, materials, equipment, and examples of finished products. For example, the cardboard carpentry workshop ideas can be further developed for home use in the Cardboard Carpentry Center.

PUBLICATIONS

As an outgrowth of its many workshops, training courses, and other instructional activities, Project Enlightenment develops publications for parents and teachers, which are prominently displayed in the Resource Center. One is appropriately called *You Show, I Grow!* It defines developmental tasks with suggestions for simple step-by-step ways to introduce and teach the skills in sequence toward complete mastery. Areas addressed are listening, memory, colors, counting, geometric shapes, sequencing, cutting, writing, tying, and concepts. Other publications include *I Can Do It, Come Play with Me! Handmade Toys for Infants, Firmness, Limit Setting,* and *Helping Young Children Cope with Divorce and Separation.* The Appendix has a full list of Project Enlightenment publications with information for obtaining them.

OUTREACH ACTIVITIES

Rearing children in today's world is a tough job, considering the incidence of family problems such as child abuse, single-parent household, and working parents. A logical conclusion is that many parents can use some guidance along the way. Even the most dedicated parents need help and support with directing their child's early years. The instructional services of the Resource Center seek to meet that need in a quality way, not only at the Center, but reaching out to parents and groups as well. In every case, the instructional programs seek to highlight the best and most positive features and work from that base for improvement.

Several approaches are used in outreach. First, many of the resources of the Center circulate so parents and visitors can study them at home or in their own surroundings. Volunteers and staff carry the message of the Center to other groups as they meet. Day cares are encouraged to have their staff meetings at the Center, for instance, after learning of the Services from a Center contact. Certainly, all the printed materials are shared beyond the Center itself. The brochures, publications, and the "make and take" items travel and are shared with many. Then if the Center cannot meet an identified need, they refer individuals to the best source for service.

PUBLIC RELATIONS AND PROMOTION

A concerted effort must be made to share the good news of such a worthwhile project. Publicity, public relations, and promotion has a place in sharing and in attracting users to the services. This section highlights the need for public relations, the function it serves, and the methods used.

PROMOTION

There is a need for good public relations at the Parent-Teacher Resource Center to help in sharing its goal with the community of users. The Center strives to keep its name, location, services, and goals before the public. There is a need for good public relations to meet the Center's clearinghouse goals, as well as to project a positive image. Further, the Center needs to reach the parents, teachers, and others with information about the opportunities available at the Center. These four elements are vital to start-up and continued use and existence. These public relations steps promote a better understanding of services, a greater ownership and commitment, plus more involvement in the services.

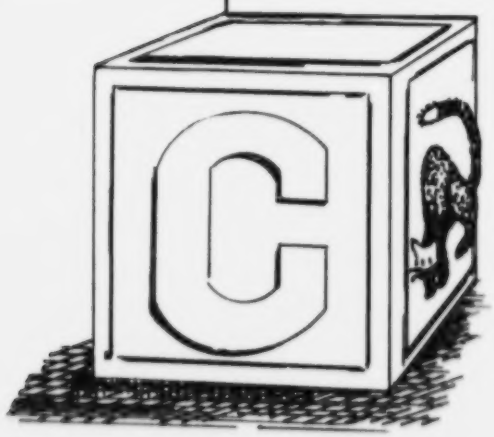
PUBLIC RELATIONS STRATEGIES

The Parent-Teacher Resource Center realized early it would need to develop strategies and methods for spreading news about the Center and its services. Many methods have been used. They include dissemination of printed information, use of public media, open houses and word-of-mouth, people-to-people sharing. The printed information is shared via brochures, a newsletter, the School System's *Superintendent's Highlights*, and newspaper and magazine articles. Pamphlets and Center publications also spread the word. Every brochure or printed sheet lists the activities (workshops, for example), plus the goals, the address, and telephone contact details. These printed guides go to registrants on the Center mailing list and to other agencies. This guide itself can become another way to share the Center resources with those who inquire.

A second level of printed promotion involves redeemable coupons for volunteers to attend workshops; registration cards for mailing lists and workshops; volunteer registration, and library permission cards. Even the Project and Resource Center letterhead logo shows children developing and playing together. The logo is simple and easy to understand, but carries an important message.

Finally, volunteers and Center staff spread the word. They speak to groups, they direct tours of the Center, they share with other mothers, neighbors, and professionals. The best public relations is satisfied users, and the best method for building satisfied users is to offer quality services at reasonable cost, accessible to the user.

CREATION OF AN EARLY CHILDHOOD CENTER



CREATION OF AN EARLY CHILDHOOD CENTER

The final part of the guide is designed to help you, the reader, create your own parent-teacher resource center. The first segment includes basic, practical information about the steps to follow to build a successful center. The second part is a collection of the most often asked questions of the Project Enlightenment Parent-Teacher Resource Center staff. Following each question is their best response along with special helpful hints based on the staff's six years of experience. Future steps, or looking beyond, has ideas and advice about other activities and programs the Center staff anticipates developing and that new centers may want to consider. In sharing their experience, the staff stresses that one magic way to create a center may not exist, but careful thought and planning can make a better, longer lasting, more effective center. Let's begin.

The Project Enlightenment Parent-Teacher Resource Center began as a dream. The professional staff envisioned the type of center they felt would best accomplish a kindergarten-type classroom for adults. Since grant funds were available their next action was site selection. Then from the variety of activities needing attention, they put a priority on the list of important items and began their budget preparation. Looking back on these activities, they feel the following steps were key ones for them and will be for you.

STEPS TO FOLLOW

1) Decide who your center will serve and what you want it to include.

The Project Enlightenment staff recognized that the ages from birth through kindergarten were a critical developmental time for young children, and that parents and teachers of these children needed guidance and support for dealing with their young children. They dreamed of a center where help could be offered for these parents and teachers in a warm, caring environment full of visual stimulation and resources to help them enhance the development of young children.

In developing your own program, you will need to state in broad terms just what the program and the personnel want to accomplish and what the general conditions are to support the accomplishment. If you too want a special place in which to offer services, then a sterile, institutional green, dark area where people only whisper and seem unwelcomed is not the place. If the program components include workshops and seminars, then a group space with tables and work space will need to be considered. The Parent-Teacher Center wanted books and other resources to be available to its visitors which meant that book shelves and a check out area were needed, as well as workshop and seminar space.

2) Conduct a site search.

Look first for places that would offer rent-free space and other in kind services. Talk with individuals about space in schools, libraries, YM and YWCAS, churches, children's museums, or other educational, cultural gathering places. It may be a combination of these types of places like a public library within a school. Seldom will one find open, uncluttered space, ready for the taking. The Center had to work through reallocating space, moving staff workers, and developing different office space for those moved before having access to center space. Try all possibilities and be willing to envision how currently used space could be renovated, rearranged, or traded for better space. Consider whatever space is offered, whether it is a single room or a warehouse type area. If the space does not meet your needs, imagine how you might renovate or revitalize it.

3) Visit Project Enlightenment's Parent-Teacher Resource Center and/or other resource centers.

Project Enlightenment's Parent-Teacher Resource Center may be visited by writing or calling ahead to make arrangements for a tour and technical assistance. Plan to visit a variety of centers. Look at the space, the layout, the color scheme, materials, equipment, and program. Get a feel for the place. One will probably not incorporate all the ideas or activities at every center, but each place may have a creative way to display, to greet users, to circulate materials, etc., that you do not want to overlook. Remember to look for leads for materials and programs that can be replicated in your center. Don't reinvent the wheel, ride the car.

4) Prepare a budget so that you will know the exact amount of funds needed.

Administrators and financial managers need specific, concrete data in order to help you develop the center. List everything and then look for prices or people who could contribute the items. Ask others to review your lists and price quotes. Check a number and variety of catalogs for equipment and resources. In case all items are not funded at first, this list can then become the center want list for first purchases, when monies are available. Don't overlook the companies or agencies that will provide their promotional educational materials free of charge. Johnson's Baby Products, Gerber Cereals, and Associations such as the American Medical Association may be places to begin your requests. Consider capital outlay items such as desks, audiovisual equipment, books, etc., as first purchases. These concrete items can be seen by visitors and are the basis of a good beginning program.

5) Look for sources for funds.

Consider civic organizations, private grants that specify your target audience, federal funds, and agencies involved with young children. Inquire about in kind services such as space, heat, mailing facilities, printing, and support from existing groups. Have your center goals and budget firmly in hand before seeking funding sources.

6) Include the funding groups(s) in an advisory committee for the center.

The total advisory committee should represent a cross section of the community—all types of people, people in leadership positions, people from the educational institutions, universities, and people who will benefit from the services, as well as people from the funding source(s).

7) Make a timeline for completing each phase of the Center.

This step helps explain the center to interested people and keeps the planning and workers on target with development tasks. Remember a quality program for a Center takes time. Don't rush this process. The Parent-Teacher Resource Center thought they would be ready to go quickly. Now they feel that a minimum of a year is probably needed for a good start. It really takes time to involve lots of people in the center, to plan, and to ready the site, but the time spent is well spent.

MAY I ASK A QUESTION?

The preceding steps outline the basic process for beginning a parent- teacher resource center. As one studies the steps, questions will arise. The serious new center developer wants to ask for more specific advice and examples. This section seeks to compile those most-often-asked questions and to give the reader the best answer and examples. Generally the questions relate to the items on the planning checklist included at the end of this section—planning, facilities, hardware, materials, personnel, budget, program, and public relations.

1) Do we need to have all the components you have before we begin?.

No. The center could be developed in phases. For example, the lending library of child development resources might be a place to start. Having these materials available will draw people to the center and give them a reason to return, when they return items borrowed. The library could be developed with gifts and some purchases. It could exist before extensive workshop and service sessions, for instance, and doesn't require a large amount of hardware or equipment. The library will need planning about rules for borrowing, processing of books, files for access to materials, and registering of borrowers.

If outreach is a top priority, books, talks, and lending services may indeed be one of the best ways to reach people, especially if the site is a small one. The key element is to decide what is the most important element and what resources it will take to deliver that element, and then take a positive step toward that goal.

2) Can the center be manned totally by volunteers?

For the best service and longevity have paid personnel at your center. Most centers staffed totally by volunteers last only as long as the volunteer staff remains strong and available. Further, there needs to be enough financial commitment from the support agency and center personnel to make the center a reality over a period of time.

3) How do you see volunteers involved?

Although not the mainstay of the program, volunteers are an important part of a successful program. Volunteers can help with processing of materials, site preparation and renovation, outreach to the community, and preparation of learning games, for example. Do not overlook a good training program for volunteer help, a variety of tasks for them, and careful attention to matching volunteers with assigned duties. Center volunteers are given coupons for workshops and seminars at Project Enlightenment as a way of saying "thank you."

4) How do we decide what to do first?

Two factors heavily influence this decision. Consider the top priorities of the center against the funding available, first. If the library of materials is a first priority, consider donations, civic clubs donating books, requesting professional items from publishers for review, and quality paperback books to stretch dollars. Next, look carefully at the resources at hand. If you have a large cadre of volunteers and few printed resources, consider letting the volunteers develop learning games and filing materials to build the resources and also consider the volunteers taking information about the resources out into the community. This outreach could lead to future donations and use of resources. In sequence what comes first is a dream of what the center can and will be. Next is a facility and equipment, capital outlay expenses, and then a collection of resources to share.

5) What equipment do you recommend?

Basic office equipment—typewriters, a telephone, paper cutters, laminators, and audiovisual equipment such as video tape recorders, 16mm projectors, and sound filmstrip projectors have proven effective for Project Enlightenment's Center. The only way to decide for sure is to choose the equipment needed to operate the type of center and program desired.

6) How do we choose materials?

Start with your advisory committee of knowledgeable people for suggestions of subject areas that are important for the resource center. Check with preschool and day care principals and directors for types of materials and specific titles they have found useful. Since all items, books and nonprint resources, probably cannot be purchased at once, a phased-in buying approach helps. List three to five subject areas to address in a 1, 2, 3, buying phase. The areas listed should reflect the program and outreach activities first planned. For example, if the first sessions are on parenting and the best resources are certain book titles, a sound filmstrip, and a video, then purchase these items first, along with the equipment needed to use them. Consider also the type of audience, the presenter, and the variety of learning styles. Not everyone learns best with printed materials and so some audiovisual aids are useful. Consider also that a sound filmstrip and its projector are generally cheaper than a video, or that video recorders are becoming more common and could be borrowed for the tape showing. Additional items then could be purchased in the next buying phase. If the center anticipates only circulating resources to users, printed resources are best, since not everyone would have the equipment at home to use audiovisual materials.

Check professional tools and professional persons in the subject areas listed. The most current information is generally found in periodicals that could be stored in lateral files for easy access through the card catalog files. These resources could supplement book references. Plan carefully how the resources will be retrieved. Fewer materials, filed systematically and accessed by a card file system, can have greater circulation, use, and thus value, than a lot of materials without any way to use them.

Finally, listen to the patrons who are seeking information. Is it about child care, early childhood development, the terrific threes, problem stages, or toilet training? Seek their requests first.

7) What is the best way to learn about resource centers?

Visit a variety of centers. Watch for their promotional ideas, their outreach services, the equipment they feel is important, and the amount and type of staff. Always ask them to cite three factors for their success and be sure to incorporate those factors.

8) What are your recommendations for budgeting?

Make a wish list of all the items you will need and add cost figures to the list. Look at what is readily available and check with center supporters about items that could be donated. The things on the list are based on the activities expected. For example, if learning games are to be stressed, a good production area is a must. Then equipment such as typewriters, a laminator, and storage become important along with "make and take" items like markers, construction paper, scissors, yard sticks, and beautiful junk supplies.

9) We are thinking of a development committee. What is the best makeup of such a committee?

The Parent-Teacher Resource Center had members from its funding grant group plus other interested persons with a variety of backgrounds and skills. Your committee makeup might

include representatives from the parent group, the funding source, community leaders, educational agencies, and state and federal agencies who serve young children.

10) What are best sources for volunteers, and how should they be utilized?

The Center staff suggest parents of children the Center is designed to serve. Church groups, PTA organizations, civic groups, and professionals who work with children are other sources. A weekly commitment to come adds stability to the volunteers who give time. For professional volunteers a specific request for a fixed time period works best. Flexibility is a key word here. Some volunteers are able to serve evening hours; others prefer daylight hours; some work well one-on-one; others prefer group work that is highly structured.

Do not overlook explaining fully to volunteers the goals and purposes of the Center. Make sure good plans and clear directions are ready for volunteers before they arrive. Remember that helpers always like to see concrete results of their efforts—printed articles, processed books, and learning games developed. Don't forget praise and rewards for time and effort expended. Make it seem important and make it rewarding. Although it seems obvious, coffee, a welcome smile, and time for the volunteers' needs to be met are so, so important.

11) What are the best funding sources?

The Parent-Teacher Resource Center found funding and support from existing agencies interested in children, the schools, the state educational agencies, and mental health agencies. Consider for example, the county agencies that target children and their mental health and well being, the public schools where teachers and administrators have a vested interest in children's mental, physical, and social growth, day care and kindergarten parent groups, and civic, service-oriented community groups. Federal, state, and private foundation funds are good resources for special projects, especially to purchase items for program development rather than salaries for positions.

12) What can we do to get people into the center?

Long before it officially opened the Parent-Teacher Resource Center began telling its story. Volunteers and Resource Center staff visited school principals and administrators to discuss the new program and to share the benefits available to the preschool and day care centers. These leaders were encouraged to visit and hold staff meetings at the Center. Other volunteers contacted professional organizations for resource materials for the Center. Professionals, such as social workers and pediatricians, were introduced to the Center and in turn shared the Center's news with their clients.

The public information channels of the School System spread the word. The *Superintendent's Highlights* and the Project Enlightenment newsletter kept people current on Center happenings. Also, the volunteers and center users told their experiences and encouraged others to come. Finally, a quality program—whether that be library-type resources for circulating, a quiet place to visit and counsel, or workshops on topics of current interest, causes people to come and keeps them coming.

13) How long does building a center take? Can you identify phases of development?

Longer than you think. Myriads of details must be handled that do not even appear at first. The Center staff feels that at least a year is appropriate to plan and implement a new center. From idea, to building, to resources, to program, to outreach involves many steps and should involve numbers of people.

The stages seem to be 1) exploring possibilities—a dream of the best center and exploration of factors at hand to help create a center; 2) planning the center—from site to resources to program, etc; 3) implementing the center design—seeing what works best and what other items are needed; and 4) listening to become aware of other needs, resources, and services.

14) How do you document success?

Plan ahead to secure printed and visual evidence of success. Keep records of resources and items in the inventory, of items circulated, of attendance at all functions, and files of requests and services rendered. Printed programs, brochures, bulletin boards, and newsletters record progress and show results, also.

Keep anecdotal records—programs, newpaper articles, magazine articles, photographs, and tv and/or video segments. The Center has a scrapbook full of activities for each year. Always prepare a written annual report to the support agencies that includes numerical data, presentations, products, and services.

15) What ensures success?

Based on the experiences of the Parent-Teacher Resource Center, there are seven key elements. There should be, 1) community involvement, 2) a vision of the type of center best suited to the needs, 3) flexibility of program, design, and approaches, 5) a warm, inviting atmosphere with a real ambience for parents and young children, 6) strong, ongoing public relations, and 7) strong support from the founding agency or group.

16) Are there services your center once offered that are now discontinued or have been added?

Occasionally some items are discontinued. For instance the hearing screening test once offered by the Center was stopped, when regulations required a certified audiologist to conduct the test. Today the Center staff directs people to appropriate sources for the testing. Workshop topics do change as needs, or types of workshop presenters become available.

Another emphasis began when the state enacted legislation requiring additional training and certification for preschool and day care workers. The Parent-Teacher Resource Center stepped forward to meet that need. Also, since Raleigh has several colleges and universities located in the town and nearby area with teacher training and child development emphasis, the Center staff has reached out to these programs to encourage their use of the Center and its resources. Being alert to needs and networking with others causes program change and growth.

17) How can we show our community how a resource center should be?

Project Enlightenment recognizes that it is important for community leaders and funding sources to have a visual picture of the early childhood resource center. It also knows that the committee charged to develop such a center will need guidance. The Project has available for purchase two aids for center developers. First, there is a video tape in VHS, one half inch format of approximately five minutes available for $25.00 to help share the picture of a good center. Then the new center developers may also purchase this guide, *Building an Early Childhood Parent-Teacher Resource Center*, and other publications of Project Enlightenment listed in the Appendix. For further information and prices contact: Project Enlightenment, 501 South Boylan Avenue, Raleigh, North Carolina 27603, (919) 755-6935.

FUTURE STEPS, LOOKING BEYOND

The Center staff, as indicated, is always vigilant for new areas of service. Now during its sixth year of operation, the staff is receiving increasing demands for rapid accurate information retrieval from the resources within the Center. Project Enlightenment consultants and parents want all the best information on speech patterns, toilet training, and grief and loss, for example. With increased resources to search and more demands for rapid access, the staff is now exploring computers as an efficient means to handle the volume and increase their service. Since they feel computers will streamline the search process and provide better inventory control, they are working to find an appropriate software and hardware system.

Earlier a short-term program targeting premature infants and parents surfaced a real need for resources and programs on children under two years of age. Currently the staff is expanding its emphasis in this area. A viable center will always be alert to new and different needs and work to find ways to serve those needs.

CONCLUSION

Always remember that a good center will have involved many people and many people's ideas. The best ideas are usually those of people who have children at heart. There are necessary key elements to have, but no magic formula for success. Your center may incorporate some ideas that Project Enlightenment's Center sees as future goals, along with parts of their early plans. It will stand on strong community support from ideas shared by interested people. Then it is dedication and hard work that makes the center, however small or large, the best it can be. Our Center and yours must always keep its focus on children and those who are most important to them—their parents, teachers, and caretakers. With everyone working together a center can have an impact on the quality of family life, child care, and early education for the young children in its community.

PLANNING CHECKLIST

Planning

- center goal (the type of center wanted and who it will serve)
- timeline for each phase
- evaluation (objective and subjective)

Personnel

- types (professional, paraprofessionals, volunteers)
- amount (numbers on staff, for library, for production, etc.)
- duties (job descriptions)
- training (on the job, professional growth opportunities, volunteer training guidelines)

Resources

- types (print, nonprint, free)
- amount (numbers to circulate, to support program needs)
- procedures for handling (checkout, inhouse use, fines, inventory)
- access (card files, card catalog, open shelves, center hours)

Organization

- management (person responsible, assigned duties, volunteer training)
- reports (to agencies, funding sources, project director)
- hours (few, many, morning, evening, extended, part-time, school calendar, etc.)

Facilities

- type (public space, identifiable, well known in community)
- amount (a room, a building, storage, open space, renovations, environment etc.)
- conditions (where people feel comfortable coming, inviting, lighting, wiring, air conditioning, noise control)
- location (accessible, handicapped access, and parking)

Costs

- startup
- ongoing

Public Relations

- printed resources
- outreach services

Other

APPENDIX

PARENT-TEACHER MADE GAMES

Sample Instruction Sheet and Game Picture

SILLY SARA

Skills: Matching and joining set, sets (or numerals)
Strengthening pincer grasp

Materials: Milk carton, yarn, felt tip markers (permanent), sponge, ball fringe, candy, or beads, tongs or clothespins

Activity: Each child in turn rolls the dice, then uses tongs or clothespins to pick up a corresponding number of bites to feed "Silly Sara."

Easier: Tell child how many bites to feed Sara.
Have child throw a single die.

Harder: Use dice with numerals for child to identify and add.

Master Activities Index

NAME OF GAME	TEACHER AIDS	MATH	TACTILE PERCEPTION	BOARD GAMES	SOCIAL/EMOTIONAL	COOKING	MUSIC/AUDITORY	CREATIVITY	ALPHABET	INFANT/TODDLER STIMULATION	GROSS MOTOR	VISUAL MOTOR/FINE MOTOR/COGNITIVE	HALLOWEEN	THANKSGIVING	CHRISTMAS	HANNUKAH	VALENTINE'S DAY	ST. PATRICK'S DAY	EASTER	FALL	WINTER	SPRING
41. 5 Little speckled frogs	•	•	•				•					•										•
42. Upper-lower case leap frog				•	•					•	•	•										
43. Calendar	•																					
44. Dog puzzle		•						•				•										
45. Tissue box basket												•							•			
46. Sorting macaroni			•									•										
47. Dangling crib toys										•												
48. Creating faces			•					•				•										
49. Pictures to feel			•									•										
50. Pencil holder								•			•	•										
51. Gift wrap ideas								•				•										
52. Feed the bear											•	•										
53. Animal hibernation												•								•		
54. Pin the tail on the bunny	•	•	•								•	•										
55. Elephant mask								•			•	•										
56. Scoop ball											•	•										
57. Paper bag disguises							•	•				•										
58. Large number patterns	•	•																		•		
59. Frosty's match-up game													•									
60. Beginning sounds							•		•			•										

MAILING LIST CARD

Place Stamp Here

PROJECT ENLIGHTENMENT
501 S. Boylan Avenue
Raleigh, North Carolina 27603

Dear Workshop Participant:

Project Enlightenment is a special service of the Wake County Public School System for children birth through kindergarten, their parents and teachers. If you are eligible for our services and would like to receive information on parent and/or teacher courses or other Project services, please complete the information below, attach a stamp, and return the card at your earliest convenience. We appreciate your interest in and support of Project Enlightenment.

____ YES, I have a child 0-6 and would like to receive parent education mailings. The ages of my children are _____ .

____ YES, I am a teacher of young children and would like to receive information on teacher courses and other Project services. I teach at _____ School, ages _____ .

NAME _____

ADDRESS _____
Street City Zip

PUBLICATIONS LIST

PROJECT ENLIGHTENMENT PUBLICATIONS

BOOKS

1. I CAN DO IT . . . enrichment experiences for parents to share with their young children
2. YOU SHOW, I GROW . . . step by step skill building activities for parents and teachers of young children
3. WHAT ABOUT THE CHILDREN? . . . helping young children deal with grief

INFORMATION BOOKLETS

1. ASSESSMENT BOOKLET . . . designed to provide a structured way of looking at day care and preschool programs
2. FIRMNESS . . . a way to help young children behave
3. SETTING LIMITS . . . tips for teachers of young children
4. PARENT/TEACHER CONFERENCES . . . synopsis of a workshop presentation discussing parent/teacher conferences for young children, birth to five
5. SETTING LIMITS . . . tips for parents of young children
6. SEPARATION AND DIVORCE . . . suggestions for helping families with young children cope

INFANT SERIES

Posters: 11 x 17 Color Wall Charts on Infant Development . . . if babies could talk

1. COME PLAY WITH ME . . . a baby's invitation
2. LUCKY TO BE ME . . . three babies explain how each has a different personality
3. I LOVE YOU MORE THAN WORDS CAN SAY . . . a baby describes how actions speak louder than words

VIDEOTAPES

1. INVOLVING PARENTS IN INFANT ASSESSMENT . . . VHS, 1/2 inch format, 19 minutes
2. PROJECT ENLIGHTENMENT'S PARENT-RESOURCE CENTER . . . VHS, 1/2 inch format, 6 minutes

NEWSLETTERS

BABYTALK NEWSLETTERS . . . a series of nineteen newsletters designed to be distributed to parents monthly on their child's adjusted age birthday. Each newsletter describes activities and behaviors of infants and toddlers and discusses issues of concern to their parents. These may be purchased as a total set of nineteen (Homecoming to eighteen months) or in pads of 20 issues for each month.

BOOK

1. COME PLAY WITH ME: HANDMADE TOYS FOR INFANTS . . . a resource book which contains a number of toys and games which have been developed for parents and professionals who wish to make their own toys

INFORMATION BOOKLET

1. EARLY PARENTING . . . an article about getting off to a good start with your new baby

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For further information about publications and audiovisual aids and the current prices, please contact: Project Enlightenment, 501 South Boylan Avenue, Raleigh, North Carolina 27603 (919) 755-6935.

Using The Resource Center

FREE MATERIALS

Welcome to Project Enlightenment's Parent-Teacher Resource Center! We hope you will take advantage of the many opportunities here. There are many materials available for your use in the Center. Some materials such as "beautiful junk" and scrap paper are available at no cost. These items are donated by the community. We invite your contributions of any items you feel would be useful to the users of the Center.

SUPPLY FEE

To use the Production, Puppet-Making and Filmstrip Areas, there is a 25¢ supply fee which covers use of items such as paints, paste, markers, ditto fluid, etc. For other expendable items such as paper, yarn, felt, laminating film, etc., you may bring your own materials or, if you prefer, you may pay an additional supply fee to cover cost of materials used in the Center or handouts you wish to take with you. A list of these items is on the back of this sheet. This money goes directly into replacing the used materials so that the needed resources are always available for users of the Center. We do not sell materials or provide supplies for use outside of the Center.

USING THE CENTER

If you would like to use the materials provided, complete the form on the reverse side by marking the sheet as you use the items. Please pay your supply fee to the Project staff member in the Center before you leave.

We hope you will enjoy the Center, and we look forward to you sharing your ideas and materials with others!

MAKE AND TAKE

Project Enlightenment Wake County Public School System

SUPPLY FEE

BASIC SUPPLY FEE		.25
Audiometer	____ uses @ 1.00 per use	____
Construction paper	____ pieces @ .10 per sheet	____
Contact paper, clear	____ feet @ .20 per foot	____
color	____ feet @ .30 per foot	____
Corrugated paper	____ feet @ .45 per foot	____
Cotton balls	____ balls @ .5/.01	____
Ditto sheets	____ sheets @ .05 per sheet	____
Duplicating Paper	____ sheets @ .01 per sheet	____
	By the yard ____ ½ yards @ .60	____
Felt, 8″×12″ square	____ squares @ .25	____
Film (new)	____ frames @ .10 a frame	____
Folders		
letter size	____ @ .04 each	____
legal size	____ @ .05 each	____
Handouts	____ sheets @ .05 per sheet	____
Index cards	____ cards @ .01 per card	____
Laminating film		
25″ width	____ feet @ .40 per foot	____
12″ width	____ feet @ .20 per foot	____
Manilla paper		
12″×18″	____ sheets @ 2/.05 per sheet	____
18″×24″	____ sheets @ .05 per sheet	____
Mimeo paper, letter	____ sheets @ .01 per sheet	____
legal	____ sheets @ .02 per sheet	____
Newsprint, 9″×12″	____ sheets @ 2/.01 per sheet	____
12″×18″	____ sheets @ .01 per sheet	____
18″×24″	____ sheets @ .02 per sheet	____
Nut cups	____ @ .02 each	____
Paper bags (puppet)	____ @ .01 each	____
Paper doilies	____ @ .02 each	____
Paper plates	____ @ .02 per plate	____
Poster board	____ sheets @ .35 per sheet	____
Sandpaper	____ sheets @ .25 per sheet	____
Sentence strip	____ strips @ .05 per strip	____
Slides	____ @ .10 each	____
Sponge puppet (foam, paper plate, cloth, misc., fur)	____ @ 1.50	____
Thermofax masters	____ master @ .50 each	____
Tissue paper	____ sheets @ .10 sheet	____
Tongue depressors	____ @ .03 each	____
Tri-wall	____ sheets @ 4.50 each	____
Yarn	____ yarns @ .05 per yard	____
Other: _____		____
_____		____
TOTAL SUPPLY FEE		☐

NAME _____